

Chapter IV

Findings

This chapter describes the background of the samplings, the factors that influence them to cohabit, the gratification they gain during cohabitation, and what they expect from cohabitation after they graduate. Analysis of the quantitative data is integrated to give a clear picture of 100 students using structured self-administered questionnaires (SAQ) to obtain the data. The use of SAQ enhances privacy and allows respondents to feel free to answer questions that may not be admissible.

The second part of the chapter presents an overview of the interview with 15 male and 15 female students based on the purposes of the research.

Results of the questionnaires

The questionnaire contains four parts altogether:

- 4.1 Samples' background relating to cohabitation
- 4.2 Factors influencing the samples to cohabit
- 4.3 Satisfaction while cohabiting
- 4.4 Expectation after graduation

4.1 Samples' background relating to cohabitation

The objective of this part was to get the data of sex, age, religion, and hometown of the subjects; the parents' education background, income, and marital status. The findings are

Table 1 Profile of the Respondents

Characteristics	Frequency	Percent	mean	S.D.
4.1.1 Sex				
- male	47	47.0		
- female	53	53.0		
Total	100	100.0		
4.1.2 Age (years)			20.69	1.5
18	4	4.0		
19	13	13.0		
20	41	41.0		
21	13	13.0		
22	16	16.0		
23	10	10.0		
24	1	1.0		
25	1	1.0		
26	1	1.0		
Total	100	100.0		
4.1.3 Religion				
- Buddhism	100	100.0		
4.1.4 Year of study			2 nd year	0.81
1 st year	22	22.0		
2 nd year	61	61.0		
3 rd year	8	8.0		
4 th year	9	9.0		
Total	100	100.0		

Table 1 (continued)

Characteristics	Frequency	Percent	mean	S.D.
4.1.5 Hometown				
- upper north	88	88.0		
- lower north	7	7.0		
- northeast	2	2.0		
- central part	2	2.0		
- south	1	1.0		
Total	100	100.0		
4.1.6 Guardian before studying at Lampang campus				
- parents	82	82.0		
- father	6	6.0		
- mother	6	6.0		
- relative(s)	6	6.0		
Total	100	100.0		
4.1.7 Latest education				
a. high school	73	73.0		
- co-education school	70	95.89		
- boy school	3	4.11		
- girls school	0	0.00		
b. vocational school	27	27.0		
Total	100	100.0		

Table 1 (continued)

Characteristics	Frequency	Percent	mean	S.D.
4.1.8 Parent's background				
4.1.8.1 Father's education				
Pratom 4	60	60.0		
Pratom 7	21	21.0		
Junior high school	4	4.0		
Senior high school	5	5.0		
Vocational school	1	1.0		
Higher certificate level	3	3.0		
Bachelor degree	6	6.0		
Total	100	100.0		
4.1.8.2 Mother's education				
Pratom 4	65	65.0		
Pratom 7	24	24.0		
Junior high school	2	2.0		
Senior high school	4	4.0		
Vocational school	1	1.0		
Bachelor degree	4	4.0		
Total	100	100.0		
4.1.9 Parent's occupation				
Farmers	54	54.0		
Employees	24	24.0		
Shopkeepers	10	10.0		
Government officers	12	12.0		
Total	100	100.0		

Table 1 (continued)

Characteristics	Frequency	Percent	mean	S.D.
4.1.10 Parents' income (per annum):Baht			33,642	
4.1.11 Parents' marital status				
Married	88	88.0		
Separated, divorced, widowed	12	12.0		
Total	100	100.0		

4.1.1 Sex

Of the 100 respondents, 53 percent of them were female, the rest – 47 percent were male.

4.1.2 Age

The ages of the sampled subjects were 18 – 26 years. Most of them were 20 which was 41 percent. The mean age was 20.69 years with a standard deviation of 1.5.

4.1.3 Religion

All of the respondents were Buddhists.

4.1.4 Years of education

The majority of the respondents, 61 percent, were sophomores, while 22 percent were freshmen. The mean years of education were sophomore with the standard deviation of 0.81. More than half of the respondents was sophomores because the freshmen, the juniors and the seniors did not fill in as many of the questionnaires as the sophomores. Since the topic of this study is about the students' privacy, the researcher could not force them to cooperate. It was voluntary.

4.1.5 Hometown

Most of the subjects' hometowns (88 percent) were in upper northern part of the country: Chiangmai, Chiangrai, Lampang, Mae Hong Son, Lampoon, Payao, Phrae, and Nan. 7 percent

were from the lower northern part: Nakorn Sawan, Kampanphet, Tak, Pichit, Petchaboon, and Uttaradit. 2 percent were from the central part: Nakorn Nayok, and Singburi, another 2 percent were from the northeastern part: Chaipoom, and Nongbualampoo, while 1 percent was from Krabi, in the south.

The reason most of the samplings were from the north was that the campus is located in the northern part of the country where people from the north send their children to study. It is close to home.

4.1.6 Guardians before studying at Lampang campus

The majority (82 percent) of the respondents lived with their parents before enrolling at RIT Lampang campus, while 6 percent stayed with a single parent (either father or mother), or relatives.

4.1.7 Samplings' education background

About three-fourths (73 percent) of the samplings graduated from high schools, while 27 percent received certificates from vocational schools. 97 percent of those who studied at high school were from co-educational schools, the rest - 3 percent - were from boys' schools.

4.1.8 Samplings' parents' background

4.1.8.1 Fathers' education

Sixty percent of the subjects' fathers finished the fourth grade, the compulsory level of education, 21 percent of those graduated the seventh grade. Six percent held bachelor degree, which was their highest education.

4.1.8.2 Mothers' education

Sixty-five percent of the subjects' mothers finished the fourth grade. Higher education of their mothers was the seventh grade – 22 percent. Four percent graduated from universities with bachelor degrees.

4.1.9 Parents’ occupation

Fifty-four percent of the respondents’ parents were farmers. The rest were employees, government officials, and merchants, comprising 24, 12 and 10 percent, respectively. The mean income was 33,624 baht per annum.

4.1.10 Parents’ income

The average income of their parents was 33,642 baht per annum.

4.1.11 Parents’ marital status

The majority (88 percent) of the respondents’ parents were married while 12 percent were separated, divorced, and either father or mother deceased.

4.1.12 Samples’ background that may cause them to cohabit

4.1.12.1 Mating periods

Table 2 Mating period before cohabiting

Period	Frequency	Percent
Less than 1 year	38	38.0
1 year	34	34.0
2 years	14	14.0
3 years	9	9.0
4 years	2	2.0
Longer than 4 years	3	3.0
Total	100	100.0

The result showed that 38 cohabiting students had mated less than 1 year before cohabiting. While 34, 14, 9, 2, 3 percent of the respondents had mated 1, 2, 3, 4 and longer than 4 years respectively.

Table 3 Cohabiting period

Period	Frequency	Percent
Less than 1 year	42	42.0
1 year	29	29.0
2 years	16	16.0
3 years	7	7.0
4 years	4	4.0
Longer than 4 years	2	2.0
Total	100	100.0

Asked how long the respondents had been cohabiting, the figures in Table 3 show that 42 percent of them cohabited less than 1 year, while 29, 16, 7, 4, 2 percent of them cohabited 1, 2, 3, 4, and longer than 4 years respectively.

4.1.12.2 Hometown

Table 4 Samplings' hometown

Region	Frequency	Percent
Upper north	88	88.0
Lower north	7	7.0
Northeast	2	2.0
Central part	2	2.0
South	1	1.0
Total	100	100.0

As shown in Table 4, the findings showed that most of the respondents (88 percent) were from other provinces or remote districts of Lampang. The rest were from other regions of the country.

4.1.12.3 Ex-lover(s)

Table 5 Ex-Lover(s)

Ex-lover(s)	Frequency	Percent
None	40	40.0
1	29	29.0
2	15	15.0
3	4	4.0
4	4	4.0
More than 4	8	8.0
Total	100	100.0

Table 5 shows that 40 percent of the respondents had no lovers before cohabiting with RIT Lampang campus students. Twenty-nine percent had 1 lover, while 15, 4, and 4 percent had 2, 3, 4, 4 lovers respectively. Eight percent of them had more than 4 ex-lovers.

4.1.12.4 Parents’ acceptance and acknowledgement

Table 6 Parents’ acceptance and acknowledgement

Feature	Sampling’s parents		Partners’ parents	
	Frequency	Percent	Frequency	Percent
Yes	31	31.0	37	37.0
No	69	69.0	63	63.0
Total	100	100.0	100	100.0

Table 6 shows that 69 percent of the respondents’ parents did not accept their cohabitation. The rest, 31 percent, accepted what their offspring were doing. For the partners’

parents, 63 percent did not accept their behavior while 37 percent knew what was happening to their children.

4.1.12.5 Conducting their daily lives while cohabiting

Table 7 Time spent together per day

Feature (Hours)	Frequency	Percent
1-5	43	43.0
6-10	23	23.0
11-15	22	22.0
16-20	4	4.0
21-24	8	8.0
Total	100	100.0
\bar{X}	8.52 hours	

Regarding the respondents' and their partners' time they spent together, Table 7 discloses that almost half of them spent 1-5 hours together per day. Twenty-three and 22 percent of them spent 6-10 hours and 11-15 hours per day respectively. The average time they stayed together per day was 8.52.

Table 8 Daily activities done together

Feature	Frequency	Percent
Watching television	66	66.0
Listening to music	7	7.0
Window shopping	7	7.0
Chat	6	6.0
Playing sports	5	5.0
Doing chores	5	5.0
Reviewing the lessons	2	2.0
Having meals	1	1.0
Going out	1	1.0
Total	100	100.0

Watching television was the most common activities that respondents and their partners did together during a day. Sixty-six percent of them watched television while the rest listened to music, went shopping, chatted, played sports, and so on.

4.1.12.6 Doing chores

Table 9 Doing chores

Feature	Frequency	Percent
The owner of the room	54	54.0
His / her lover	30	30.0
Help each other	16	16.0
Total	100	100.0

The owner of the room refers to the person who rented the room and paid for the rental. In responding to a question asking who did the chores, Table 9 shows that the owner of the

room did the work while 30 percent stated that their lovers were in charge of it. The rest (16 percent) helped each other.

4.1.12.7 Allowances and expenses

Table10 Samplings’ and samplings’ partners’ allowance per month

Amount	Samplings		Samplings’ Partners	
	Frequency	Percent	Frequency	Percent
500-1500	13	13.0	25	25.0
1501-2500	41	41.0	29	29.0
2501-3500	34	34.0	22	22.0
3501-4500	7	7.0	13	13.0
4501-5500	2	2.0	6	6.0
5501-6500	1	1.0	2	2.0
6501-7000	2	2.0	3	3.0
Total	100	100.0	100	100.0
\bar{X}	2,780 Baht		2,900 Baht	

The figure in Table 10 shows that almost half of the respondents’ allowance was 1,501 – 2,500 baht per month. About one-third of them received 2,501 – 3,500 baht a month. While 29 percent of their partners got 1,501 – 2,500 baht, and one-fourth had 500 – 1,500 baht per month. Only a small amount, 2 samplings and 3 respondents’ samplings received 6,500 – 7,000 baht a month as allowance. The samplings’ average allowance was 2,780 baht and that of sampling’s partners was 2,900 baht per month.

Table 11 Source of samplings' and samplings' partners' allowance

Source	Samplings		Samplings' Partners	
	Frequency	Percent	Frequency	Percent
Parents / guardians	65	65.0	64	64.0
Government loans	35	35.0	36	36.0
Total	100	100.0	100	100.0

There were 2 sources of their allowance: parents/guardians and government loans. The percent of the samplings and the samplings' partners allowance from parents/guardians was only 1 percent different; that is 65 percent and 64 percent. So was the source from government loans. Thirty-five percent of the samplings were lent money from the government, and 36 percent of their partners did.

Table 12 How the allowance is used

Feature	Frequency	Percent
Sharing expenses	57	57.0
His / her own expenses	26	26.0
Expenses on agreement	17	17.0
Total	100	100.0

According to how the allowance was used, Table 12 shows that 57 percent of the subjects shared all expenses, about one-fourth of them took care of his / her own expenses, and 17 percent stated that there were no agreements about what they paid for.

4.1.12.8 Contraception

Table 13 Contraception

Feature	Frequency	Percent
Pills	54	54.0
Condom	43	43.0
Withdrawal	2	2.0
No contraception	1	1.0
Total	100	100.0

According to Table 13 about half of the respondents (54 percent) used contraceptive pills. Forty-three percent of them used condoms. The rest 2 percent and 1 percent reported using withdrawal and no use of contraception respectively.

4.1.12.9 Pregnancy and how to solve the problem

Table 14 Pregnancy

Feature (female students)	Frequency	Percent
Ever	5	9.4
Never	48	90.56
Total	100	100.0

According to Table 1, there were 53 female respondents completing the questionnaire. It reveals in Table 14 that most of them were never pregnant. Only 9.4 percent disclosed that they had experience of being pregnant.

Table 15 Solution in case of pregnancy

Feature	Frequency	Percent
Abortion	39	39.0
Bearing a child	16	16.0
Consult the Parents	13	13.0
Consult the Doctor	9	9.0
Consult the Partner	6	6.0
Don't know	4	4.0
No answer	13	13.0
Total	100	100.0

The study reveals in Table 14 that 5 percent of the subjects were pregnant which is a big problem of cohabitation while studying. All of those decided to abort pregnancy. When asked what they would do if they were pregnant, Table 15 revealed that 39 percent of them would abort the foetus, but 16 percent would not stop the pregnancy. While 6,13, 9 and 4 percent stated that they would discuss the problem with each other, talk with their parents, consult an obstetrician or a gynaecologist, and did not know what to do respectively. The rest (13 percent) gave no opinions.

4.1.12.10 Conflicts while cohabiting

Table 16 Conflicts while cohabiting

Feature	Frequency	Percent
Misunderstanding	48	48.0
Jealous	22	22.0
Drunk	3	3.0
Not having time to spend together	3	3.0
No conflicts	24	24.0
Total	100	100.0

When the respondents were asked if they had conflicts while cohabiting or not, about two-thirds of the respondents (76 percent) had conflicts. The causes were misunderstandings, jealousy, being drunk and not having time to spend together which was 48, 22, 3, and 3 percent respectively. The rest, 24 percent, had no conflicts.

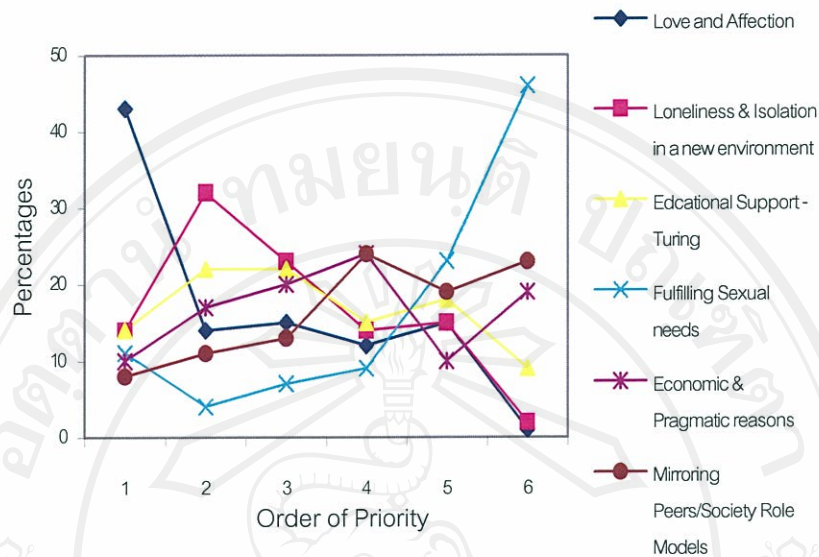
4.2 Factors influencing students to cohabit

Apart from students’ background that may cause them to cohabit, there were some factors that lead them to live together: love and affection, loneliness and isolation in a new environment, educational support, fulfilling sexual needs, economic reasons and mirroring peers and role models.

Table 17 Factors influencing students to cohabit

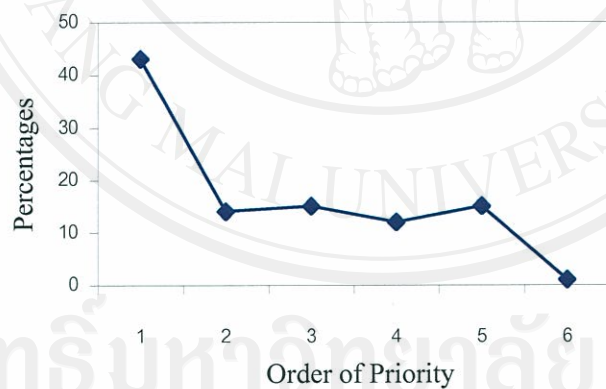
Factor (in order of priority)	1 st	2 nd	3 rd	4 th	5 th	6 th	Total(%)
Love and Affection	43.0	14.0	15.0	12.0	15.0	1.0	100.0
Loneliness & Isolation in a new environment	14.0	32.0	23.0	14.0	15.0	2.0	100.0
Educational Support – Tutoring	14.0	22.0	22.0	15.0	18.0	9.0	100.0
Fulfilling Sexual needs	11.0	4.0	7.0	9.0	23.0	46.0	100.0
Economic & Pragmatic reasons	10.0	17.0	20.0	24.0	10.0	19.0	100.0
Mirroring Peers / Society Role Models	8.0	11.0	13.0	24.0	19.0	23.0	100.0

Figure 1 Cohabitation factors in order of priority



4.2.1 Love and affection

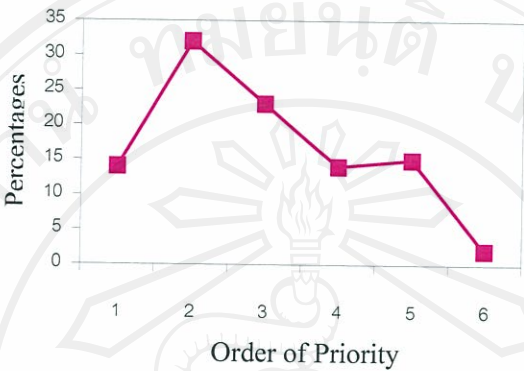
Figure 1.1 Love and affection in order of priority



The study revealed that love and affection from their partners was an important factor in the students’ decision to cohabit. Almost half of the respondents (43 percent) stated that love and affection was a major reason for living together; their second and third choices were 14 percent and 15 percent respectively.

4.2.2 Loneliness and isolation in a new environment

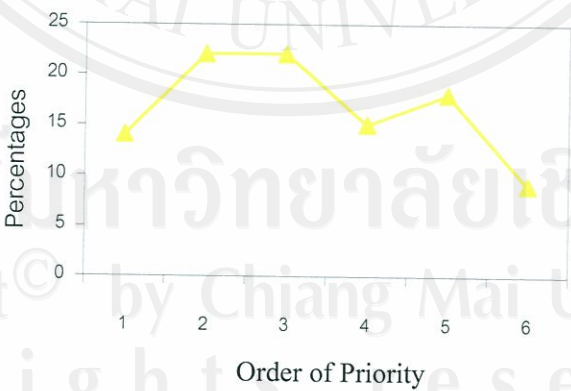
Figure 1.2 Loneliness and isolation in a new environment in order of priority



It was found that loneliness and isolation in a new environment were less important, with 14 percent of the respondents giving this as their first priority. 32 percent and 23 percent showed this category to be their second or third lifestyle concern.

4.2.3 Educational Support – Tutoring

Figure 1.3 Educational support – tutoring in order of priority



Participants were asked to note if education and tutoring was ranked in order of priority. It was found that the same amount of them (22 percent each) revealed that education was their second and third priority while 14 percent stated that it was their first priority.

4.2.4 Fulfilling sexual needs

Figure 1.4 Fulfilling sexual needs as the first to the sixth priority



Sexual fulfillment was significantly low on the students list of priorities as a factor influencing cohabitation (11 percent, 4 percent 7 percent as first, second and third priorities respectively). Almost half of them remarked that it was their sixth priority to cohabit.

4.2.5 Economic and pragmatic reasons

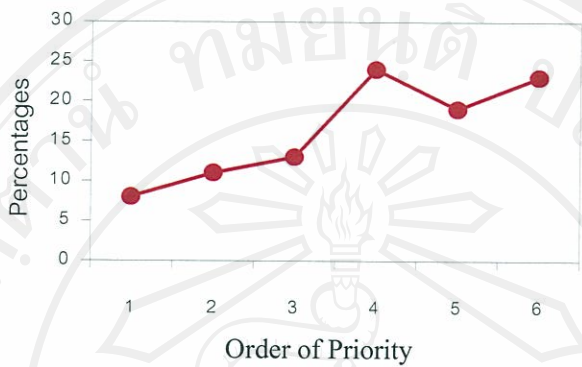
Figure 1.5 Economic and pragmatic reasons as the first to the sixth priority



According to Figure 1.5, only one-tenth of the respondents stated that economic reasons were their first priority, while those who remarked that it was their fourth priority was double (22 percent).

4.2.6 Mirroring peers and / or society role models

Figure 1.6 Mirroring peers / society role models as the first to the sixth priority



The table shows that this factor was not a major influence and proved to be in the respondents' lower range of priorities (8 percent). But there were one-fourth of the respondents who confessed that they imitated what their friends were doing.

4. 3 Satisfaction while cohabiting

This part was conducted by ranking the respondents' gratification during cohabiting using an ordinal scale. There were five scales: completely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, and completely dissatisfied.

Table 18 Cohabiting students' level of gratification (percentage)

Activities	5	4	3	2	1	Total
1. I am secured in love.	24.0	42.0	26.0	4.0	4.0	100.0
2. My lover always pleases me.	27.0	53.0	15.0	4.0	1.0	100.0
3. I attain my sexual need.	15.0	18.0	50.0	12.0	5.0	100.0
4. My lover helps me with my homework and assignments.	31.0	33.0	27.0	9.0	0.0	100.0
5. I get higher GPA.	24.0	41.0	27.0	8.0	0.0	100.0
6. I receive financial support from my lover.	18.0	31.0	32.0	16.0	3.0	100.0
7. I don't have to do chores.	12.0	18.0	48.0	14.0	8.0	100.0
8. I gain more self esteem.	23.0	36.0	31.0	10.0	0.0	100.0
9. I have more self confidence.	32.0	36.0	23.0	4.0	5.0	100.0
10. I am accepted by society.	27.0	39.0	29.0	5.0	0.0	100.0

Remarkable : The level of gratification

5 = Most satisfied

4 = Fairly satisfied

3 = Just satisfied

2 = Not satisfied

1 = Feel bad

4.3.1 'I am secured in love'

It was identified that 42 percent of the sampling group felt somewhat satisfied; one-fourth (24 percent) were completely satisfied; 26 percent stated that they were neither satisfied nor dissatisfied. The rest, 4 percent and another 4 percent were somewhat dissatisfied and completely dissatisfied.

4.3.2 'My lover always pleases me'

More than half of the respondents (53 percent) felt somewhat satisfied; 27 percent felt completely satisfied; 15 percent were neither satisfied nor dissatisfied; while 4 percent were somewhat dissatisfied, and only 1 percent was completely dissatisfied.

4.3.3 'I attain my sexual needs'

The study revealed that half (50 percent) of the respondents were neither satisfied nor dissatisfied; 18 percent were somewhat satisfied; 15 percent were completely satisfied, while 12 percent were somewhat dissatisfied, and the rest (5 percent) were completely dissatisfied.

4.3.4 'My lover helps me with my homework and assignments'

The study disclosed that one-third of the respondents were somewhat satisfied; 31 percent were completely satisfied; about one-fourth (27 percent) were neither satisfied nor dissatisfied, and 9 percent were somewhat dissatisfied. None of the respondents (0 percent) was completely dissatisfied.

4.3.5 'I got higher GPA'

The study presented that 41 percent of the sampled students reported that they were somewhat satisfied; about one-fourth were completely satisfied; 27 percent were neither satisfied nor dissatisfied while there were only 8 percent who were somewhat dissatisfied with their GPA.

4.3.6 'I receive financial support from my lover'

It was shown that one-third (32 percent) of the respondents were neither satisfied nor dissatisfied; 31 percent were somewhat satisfied. While 18 percent, 16 percent, 3 percent were completely satisfied, somewhat dissatisfied and completely dissatisfied respectively.

4.3.7 'I don't have to do chores'

The study revealed that almost half of the samples (48 percent) were neither satisfied nor dissatisfied; 18 percent were somewhat satisfied; 14 percent were somewhat dissatisfied while 12 percent and 8 percent were completely satisfied and completely dissatisfied respectively.

4.3.8 'I gain more self esteem'

The study revealed that more than one-third (36 percent) of the sampled students were somewhat satisfied; about one-third (31 percent) were neither satisfied nor dissatisfied; about one-fourth (23 percent and 10 percent) were completely satisfied and somewhat dissatisfied respectively.

4.3.9 ‘I have more self confidence’

It was found that 36 percent of the subjects were somewhat satisfied; about one-third (32 percent) were completely satisfied, while almost one-fourth (23 percent), 5 percent and 4 percent were neither satisfied nor dissatisfied, completely dissatisfied and somewhat dissatisfied respectively.

4.3.10 ‘I am accepted by society’

It was recorded that 39 percent, 29 percent, and 27 percent of the respondents were somewhat satisfied, neither satisfied nor dissatisfied, and completely satisfied. Only 5 percent were somewhat dissatisfied. No one (0 percent) was completely dissatisfied.

4.4 Expectation after graduation

Whatever human beings do, they hope for the outcome. Students study hard to get good grades and good jobs. Businessmen work hard in order that they will gain more profit. So do cohabiting students. But their expectations were not the same since their cohabiting was based on different factors.

Table 19 What the respondents expect after they graduate.

Feature	Frequency	Percentage
4.4.1 I am not sure to marry or not.	53	53.0
4.4.2 I will marry my partner.	44	44.0
4.4.3 I will end the relationship.	3	3.0
Total	100	100.0

4.4.1 I am not sure to marry or not.

It was found in Table 19 that more than half of the sampling students – 53 percent – remarked that they were not certain to maintain their relationship.

4.4.2 Of course, we will get married.

Almost half of the respondents (44 percent) stated that they would get married to their partners.

4.4.3 I will end the relationship

According to Table 19, only 3 percent stated that they would not further their relationship.

Personal Interview

There are some advantages of personal interview. Interviewees feel free to answer the questions. They are not confined to limited choices as those listed in the questionnaire (มนัส สุวรรณ, 2544). Moreover, personal interview helps to probe complex answers (สมชาย หิรัญกิตติ, 2541). This part was conducted with 15 male and 15 female cohabiting students of the campus.

The topics of the interview were based on the purpose of this study: the factors influencing the students to cohabit, gratification gained during cohabiting, and expectation after graduation. All interviewees were free to talk about what happened to them while cohabiting, and could spend as much time as they wanted to.

Factors influencing the students to cohabit

The answers of the respondents were similar to the replies to in the questionnaires. The one that all interviewees did not mention was love and affection. The result of the interview indicated that there were 5 outstanding factors different from those set questions. Those answers were: being pestered by a girl, having the same interest, being old friends, feeling fed up with the ex partner, being insulted by peers, and the most shocking – being raped.

- Loneliness and isolation in a new environment

Female student 9 said in her interview that

“It was the feeling of lonesome and loneliness that caused me to decide to cohabit with Sam (not his real name). My ex-lover started working at the eastern industrial estate after he graduated. I was a sophomore at that time. Though he called me every other day. Each call lasted half an hour or longer than one hour. I still felt like I need ‘somebody’. You know - I don’t think you will blame me - I used to sleep with my lover. Sleeping alone is like a nightmare. I hated darkness and nighttime. Each night was too long to watch TV, answer his calls from a distance, and chat with friends. I disliked going to bed. Now I am happy to have Sam. Though he is much different from my ex - he enjoys drinking not having leadership, not being good – looking – he lessens lonesome and loneliness.”

- Educational support – tutoring

Female student 1 remarked in the interview that her lover was her great assistant in her studying.

“I’m not good at Chemistry while he got an A last semester. He offered me help in a lab and I appreciated it. I feel grateful and thankful for what he had done for me. After that, whenever he asked me to join some activities like having meals together, shopping, jogging, I didn’t defy him. We got along quite well. I get higher marks in the test, especially Chemistry. After we had stayed together for a few months, I was certain that he wouldn’t deceive or fool me, I decided to move my stuff to his room. My room was pretty small for two and a lot of stuff.”

- Fulfilling sexual needs

Male student 12 was one of two who noted frankly that he wanted to have safe sex with his lover.

“In my opinion, I think that most males’ purpose of cohabitation is sex need. What almost all of us need from our lovers is sex as we dare not go to brothel for prostitute like our fathers did. Having sex with our lover is safer, not risk for HIV / AIDS. We don’t have to buy sex. Both parties are satisfied and enjoy it. We always watch ‘Clinic Rak’ (Love Clinic) on TV every Thursday. There are some good hints about

how to read and enhance shared lives. Boys of my age talk about 'this topic'. It's our nature that I don't think anyone can deny. One article says that men's sex needs decrease when they get older. The older they are, the less sex drive they have. I should enjoy it now as long as my lover is satisfied with it. We both are happy. It's like a win-win solution."

- Economic and pragmatic reasons

What Female student 5 said in the conversation was that her parents were not able to give her financial support. "My parents are poor and I think that he could afford my expense as he is from a rich family. Before cohabiting I talked to him about the flat rental. He said he would be in charge of it including meals. It lessens my parents' burden. Both are old and hardly earn any money. The government loan does not last and cover all my expense. I'm lucky that he understands what I need. I feel thankful for what he has done for me. I pay back debts of gratitude by taking good care of him like doing the cooking, washing and pressing clothes, tidying up the mess, etc."

- Mirroring peers / society role models

Friends play an important role for adolescents. Gardner et al. (1988) noted that most of human's physical, language and social skills are learned from watching and listening to others. Female student 3 mentioned that she imitated her roommate in cohabiting.

"It's unbelievable that almost all of my classmates cohabit. Lalita (not her real name), my roommate and close friend, was very conservative. But later, she moved to her boyfriend's room. I was left alone. So, I could do nothing but cohabit like her. When my mother knew that I stayed alone, she visited me more often. One day she came to see me without calling me. She found me and my boyfriend in my own room. She was shocked and cried. I felt very guilty. But I couldn't help living alone. I needed someone to be with me like Lalita did. I would say that I imitated her. She put much influence about having and living with a boyfriend on me. I don't blame her. It's me who made final decision."

- Being pestered by a girl

In the old days boys pestered girls. But nowadays some boys are pestered. Male student 7 reasoned why he cohabited:

“She showed that she liked me. She asked me to have lunch with her at the school canteen and later on it progressed to dinner. I always cook for dinner, so we dined at my room. After that she stayed late after the meals. She told me if I didn’t want to ride her to her flat, she would spend a night at my room. During the first few weeks that she occupied my place, I slept in my friend’s room next door. My friend accused me of being silly, stupid, a coward not to sleep with her. I’m not a stone or a sculpture. So, one night I told her that my friend was annoyed with my staying in his bed, I wanted to return to my room. She looked very happy. She thanked me for letting her stay at my room. Believe it or not - she asked me not to sleep at my friend’s.”

Not only was Male student 7 pestered but also Male student 14.

Male student 14: “I have already had a lover. We studied at the same college before I came to Lampang. Dara (not her real name), my present lover, said that as she was here, at the campus right now, I should have a new one and she would like to be that person. Each day she wrote a message like ‘You’re fascinating’, ‘Your motorcycle was built for two’, or some more beautiful and sweet words from songs. Each was folded in a different and strange shape and put in the basket of my motorcycle every day. I was very wondered whose it was and where it was from. So I asked one of my friends to keep an eye on my motorcycle. He told me it was Jinda (not her real name). That evening I showed her the message on a piece of paper, which was stapled tightly. She looked embarrassed and confessed that it was hers. She didn’t know how to talk to me. She knew that it was not a good Thai lifestyle to tell men like that. It’s not a strange behavior in my opinion. Some women’s behavior is much stranger than hers. You know that one woman who was Ad Carabao’s fan (Ad Carabao is a very famous Thai folk song singer – researcher) asked Ad to touch her breasts after the concert. It was videoed and broadcast around the country. Ad was

annoyed, but not me. I love the way she treated me. Later, she came to see me at my flat. The more often she visited me, the longer time she spent. Then, we cohabited.”

- Having the same interest

It is fun to talk with anyone who has the same interest. It is no wonder that there are many clubs where people of the same interest gather, for example stamp clubs, dancing clubs, mountain bike clubs. People of the same interest can spend long periods doing such activities together. So did these 2 interviewees.

Female student 7: “We both enjoy nightlife. I know that it’s not student life style. But we love it. We often go to discotheques together. We don’t drink much and we never get drunk but we love to dance. Some of my friends said that we waste our money and energy. If compared to buying clothes, it’s not different. I don’t buy clothes and eat expensive food as often as some of my friends do. We can dance in our own room as you (you = the researcher) recommended but it’s not as much fun as in the discotheque. The atmosphere is an important factor of the mood to dance. I think it’s a kind of good exercise. We sweat a lot, it’s like a two or three hours’ non-stop jogging or running.”

What Female student 6 did was different from Female student 7 but it was the factor that caused her to cohabit with her lover.

Girl 6: “He is good by nature. He is nice, kind and polite to everyone. He doesn’t drink and smoke. Now we are like the same person though we haven’t married yet. We study in the same major - food science and technology - but we both found that we love dogs. As soon as we cohabited, we started raising 2 poodles. Dogs bound us. After graduation, we plan to get a job at the same company, save up then raise some retrievers and breed them. We will own a big and famous kennel in the future. Our parents agree with our plan. They want us to be married very soon. I am very lucky to have him. It seems like luck is always with me. Actually I want to be married to

him very soon but it costs a lot of money to hold a wedding ceremony in my village. I have to hold on for some time.

It can be seen that an enjoyable activity attracted some people of the same interest. Though going out at night is not good for students as they should have enough sleep to be fresh and energetic to study, they were careful about their expense and safety – not getting drunk.

- Boredom of ex-lover

A seven – year itch syndrome happens to some couples who have been married for about 7 years. That is a theory. In a period of ‘Time flies’ some cohabiting students only stayed together for a short time, and then parted. As soon as a partner found that they could not get along well, they ended their relationship. It seems they have never learned what ‘tolerance’ means. Female student 14 was an example of this factor:

“ I had a boyfriend at that time before I studied here. I was fed up with him, as he was very fussy. So, I welcome Mike with open arms. Of course, Mike is much nicer than my ex. I don’t mind having a new lover as I am not a kind of conservative. I am hedonistic – I prefer anything that pleases me. I believe that I was born once, so I have to make myself as happy as I can. He is boring – no need to be with him. Why make myself suffer? I may die today or tomorrow. I should be joyous and satisfied with everything around me. You know – happiness is like a butterfly with delicate wings that may break at any time.”

- Being insulted

Though his mother’s voice was still heard telling him not to fall in love while studying, though he realized the problem emerged while cohabiting, Male student 1 decided to cohabit. He did not want to be criticized by his friends about staying alone. These are the reasons he gave for cohabiting.

Male student 1: “All in the group of 6 had lovers except me. I held fast to my mother’s words - not to have a lover while studying, the only thing she asked me to restrain. But my friends insulted me. They said that I didn’t know how to court, how to love, how to please women and so on. Moreover, they incited me to have somebody next to me in bed. Actually I always remembered what my mother asked. I also realized that some of my friends who cohabited had some problems like less privacy and being nagged by their lovers. Anyway, I am doing what they have done. They have stopped making fun of me since then. I feel like those friends have accepted me. I now realize that having a lover is better than being alone. It may be the best in the future. But how could I conceal the truth?”

- Being raped

Teens raping teens is not uncommon these days (Sukrung, 2004). Men are physically stronger than women. Some men are not careful about what they are doing, what will happen after they have done something wrong. Women who are weaker are their victims. Like Female student 15 who was raped by one male student who tried to date her but she did not accept his invitation. (What she said in her interview is on page ...)

Rape is physically, mentally wrong, and illegal. Had Female student 15 informed of what happened to her on that night, there would have been some solutions which would have made her feel better.

Satisfaction

The people interviewed always expected positive results from what they had done. Even when they cohabited, they hoped to get something nice, beautiful, and pleasing. Following are some interviewees’ satisfaction.

- Feeling loved and being pleased

To love somebody of the opposite sex of their age and being loved are natural for adolescents. Male student 3 remarked in his interview about his satisfaction while cohabiting:

“Almost everyone of my age have friends of opposite sex. It means he/she loves somebody. It may be like a puppy love or the love may last a long period. But it is love. When he/she loves someone, he/she tries to please his/her lover. It is happiness, bliss, satisfaction, gratification, and many ‘pink atmosphere’. It is a special feeling different from love of other sources. You had experienced it – you know pretty well how you felt (you = the researcher).”

- Attaining sexual needs

Adolescence is the age that is full of sex drive. What Male student 7 stated was:

“I remember one day of my biology class of Mattayom 4. We were studying human fertilization. The teacher asked us, boys, to get sperms. You know – we spent very few minutes in the school toilets. From that time to now, it is just 4 years. That kind of feeling is still with me. Cohabiting with my lover is far better than the activity I did for the science class.”

- Tutoring support and higher GPA

Female student 5: He’s good at Mathematics. He was my tutor of statistics. I’m very slow and bad at it. I read some subjects to him like Thai, Psychology. It’s like we take turn. But I’m very happy to do so. He is, too. He doesn’t like to read academic topics. When the teacher assign some paperwork, he searches for the information from the Internet or in the library; I am the typist. We help each other. We are satisfied with our GPA. As long as my GPA is not lower than 2.5 my parent won’t blame me.

- Sharing and/or lessening chores

Male student 12 was not a kind of a housekeeper. He felt satisfied with cohabiting.

He remarked:

“I’m very lazy to do the housework. I’m not used to doing it. My mother never let me do it at home. Either my sister or my mother is in charge of that ‘work for women’. It’s good to have her as she is like my mother who takes good care of me, like my sister who does the chores, like my friend who is by my side around the clock. I’m very lucky that she never complains about anything. I just do what she asks me to such as making the bed or washing the motorbike. I asked her if she didn’t feel bored with the chores, she said that because she loved me so much she didn’t care about fatigue and boredom. I am as happy as a king”.

- Gaining self confidence

The power of love is so great that it can change a man’s behavior like Male student 13. He stated that:

“Having Wannee (not her real name) is much better than staying alone. Before cohabiting with her, I rarely went out. A year and a half of living together makes me a new man with self-confidence. She teaches me how to be well-dressed, how to groom myself, how to be a gentleman, etc. Though cohabitation isn’t good in some people’s opinions, it’s good for me. Without her, I wonder what I would be like. Now she is an important part of my heart and my body”.

- Being accepted by society

According to Maslow’s hierarchy of needs, it is said that a human seeks acceptance and esteem needs from his/her society (เรไร ทรายจิตรกุล, 2541). Female student 3 is an example.

Female student 3: “You know that I’m an ugly duckling. My sisters always laughed at me and looked down on me because of my ugliness. They ridiculed me that no man would fall in love with me, which made me dream of having a boy friend. And he makes my dream come true. I’m proud and confident to be loved. He is good –

looking, tall, and nice. He is more handsome than my sisters' boyfriends. He gets along with everyone in my family pretty well. He also helps my parents in the field. Now my sisters stop ridiculing me but warn me to take good care of him."

Female student 10 was a very lucky woman who met a good and a 'right' man who gratified her.

Female student 10: "My dad died when I was young. There are only 2 people in my family: my mother and me. Having him is like I have a father and a brother at the same time - 2 in 1. He is a senior and I am a freshman, - 3 years older. I can say that I am the luckiest woman now. I am very happy. My mother loves him very much. As we don't have a man in our family, he is what we need. He is a hero. He always helps my mother in the field during each vacation. Not only does he substitute for my father, but he is also my mother's dearest son. Last year he sat beside me, now he sits in my heart. God sent him to me. I feel loved."

Not only was Female student 10 very satisfied with her partner, but also Male student 6.

Male student 6, "I was born in a family that never let the sons do the chores, as chores are girls' or daughters' work. So, I hate them and hate doing them. I think that my lover will be like my mother. She is! She treats me very well. I get what I expect like yummy food. She does all the chores: washing up, pressing, cooking, cleaning, and tidying up the mess. She said she was happy to do so for me. I don't have to do anything as she was programmed that it's women's duty and responsibility to look after the house and the family. But when we get married and have children, I will try to lessen her burden. I feel I am taking advantages of her."

What female student 15 explained in her interview was something that she never thought that happen in the school. She was badly treated and badly hurt. Such an event made her decide not to further the relationship. (Her interview is on page 52).

Expectation

There were 3 choices for the respondents when asked what they expected after graduation: they will marry to their present partners, they will end their relationship, or haven't made a decision yet. Each has his / her own reason(s).

- I will marry my lover.

Male student 14 stated confidently that he would not change his mind about his lover.

“ I have lived with her for almost three years. Why get separated? Her parents are far away and know nothing about shared lives. It takes time to learn to get along with each other. Lives are serious. Men should be leaders and be responsible for their families. From my point of view, though we are students, we are living together as a family, we have planned for our future. I never think of separating. We will be together till ‘death do us part’.”

- I will end the relationship

Male student 9: Everything seemed good at the beginning of our shared lives. But now I realize that I need more freedom. I don't want to report everything to her each day. She is fussy and nagging. I need some time to do this and that with my friends but she won't let me to do what I want to. She said that what she does means she loves me. But I think that it makes me feel uncomfortable. If there were choices, I would rather separate and stay alone. But now I can do nothing but stay with her till both of us graduate. I feel pity for her parents as both love me so much and they want us to get married as soon as we finish our study. It seems impossible to me. What would you do if you were me? My mother told me to ‘untie the knots I have tied’ by myself.

- I am not sure

Female student 4: Everything keeps changing every day especially humans' mind – mine too. I love him dearly but I won't say that I will marry him. We have talked about our future but we can't finalize it. And I won't say that my future is dark or dim as I can stand on my own feet, I have got a lovely family, my parents are looking for the day I graduate – when I will return home and stay with them. I'm not a kind of 'without you, without all'. I think it's hard for me to tell you that I will further my relationship or stop it. I will let the future say what I have to do.

There are answers from two interviewees that are different from those in the questionnaires – 'it depends on my lover's decision.

Male student 10: In my opinion, men are made for women, and vice versa. So, when two people of the opposite sex meet each other's need, it's their business, either cohabiting or separating. When they love each other they should have time to express their feelings. When they want to separate, they should have the 'right' to do so. There is no agreement between us. We don't like bonds. Anyway, when the time to leave comes, I don't know what will happen, what our lives will be like. I do love her but it's her choice. I am a man. I lead an easy life. I can cope with anything happening to me. When I marry somebody I don't think I will sign a marriage certificate. I am liberal. I object to agreements and rules, I think everyone was born free to do anything he / she loves to. I wish humans were like birds in the deep forest – as free as that.

And what Male student 15 stated in his interview was:

"Malee (not her real name) my lover, is a Muslim whose mother is very strict about the rules of the Commandments. She must not cohabit. But what should we do now? I don't know what will happen if her mother knows that we live together. I have no idea about our future. It's up to her and to her mother. She wants me to be a Moslem. She also asks me to stop eating pork, go to the mosque with her, and study the Koran (Muslim Bible). I don't mind doing so. I am like water which can be shaped in any

mold. So, it is not me who makes the decisions about our future. As long as I love her, I will do as she wishes.”

What Female student 15 stated in her interview was something she never thought would happen to her. She had suffered since the night she was raped. That traumatic event made her decide not to further the relationship.

Female student 15 “You know it is like a nightmare. I still wonder why I am the most unlucky woman. Having sex with him is both mentally and physically painful, disgusting, unforgivable. I feel pity for myself but I can do nothing. If only my mother were alive, I would have someone to talk to. I dare not tell my father what happened to me on that night as he loves me very very much. He asks me not to have a boyfriend, not to misbehave for the sake of my deceased mother, and not to make him unhappy as he has only one child – me. I’ve got only one female friend to whom I tell everything that is happening to me. You are the second one whom I trust. It is like I am talking to my beloved mother now. I hate having sex with him especially when he is drunk. On the night I was raped, he got very drunk. He knocked on my door asking for an umbrella since it was raining. When the door was opened, he plunged into my room, held me tightly in his one arm, with the other hand covering my mouth not to let me shout. He has a big build, I am as small as you (you = the researcher). I struggled but I could not do anything to resist his craving to rape me. It is impossible to marry him as my father would be furious if he finds out that he is too lazy to study, enjoys drinking, and he looks shabby and worn-out. Besides, my father is a director of a famous high school while his parents earn less than 200 baht a day. I don’t think he will be my good husband. My father will be shocked if he visits his ragged and sloppy house in a remote area. You know that I want go to somewhere far away when he is drunk. Teachers are surprised to learn that he is my cohabitant. There must be another most unlucky woman who will step into his life. I always dream of the day I can stay away from him.”