

The Impact of School Environment, Student Attitude and Peer Influence towards Aggressive Behaviour among Secondary Schools Students in Johor Bahru

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Abstract

The objective of the study is to identify the significant differences between school environment, student attitude and peer influence among among secondary schools students in Johor Bahru according to gender. Secondly, this research is to identify school environment, student attitude and peer influence are predictors to aggressive behavior among students among secondary schools students in Johor Bahru. About 260 questionnaires were distributed at random stage to aggressive student from secondary one, two and four with total of 260 students. The instrument used was the Mooney Problem Check List which was later analysis by the SPSS 26.0 (*Statistical Package for Sosial Science*). T-test and regression (stepwise) used to analyse the data. The hypothesis shows that there is no significant difference between aggressive factor and student rate. There is no significant differences on school environment, family background, student attitude, peer influence and psychology according to gender. Thus, this research found that school environment, student attitude and peer influence are predictor to aggressive behaviour among student. The study suggested that the school should identify aggressiveness culture among the students and should implement the peer program therefore the problems will be decrease.

Keywords: Aggressive, Student Environment, Family Background, Student Attitude, Peer Influence

Introduction

The function of school as an institution in forming and educating people according to the insight of our country's desire is a very challenging task. All parties that involve in school institution like the government, administration, teachers, parents and students have big

responsibilities in ensuring the success of future generation. Newspaper reports (*Harian*, 2004; *Harian*, 2004) showed an increment in juvenile crimes done by school's students such as gangsterism, fighting, free gender and bullying that less or more affecting schools' functions in molding and educating future generation. This is also added with crimes and serious discipline problems occurred in schools (*Utusan Malaysia*, 2004). This problem need to be settled as soon as possible since it affect schools' image as an institution of education as well as it give an impact to future development and survival of the country.

The problems of aggressive behavior that violate and infringe the protected norms in the society have been a critical question and need a set of effective solutions (*Jawatan Kuasa Program Gejala Sosial Kebangsaan*, 1995). A report made by *School Discipline Unit, Ministry of Education Malaysia* showed that there are 53 types of misbehaves problems done by students. From this number, 4,035,876 cases happened in primary schools and others happened in secondary schools.

There are many incidents of students' aggressive behavior happened these past few days and often get attention by many parties and local media. This study is intended to determine the factors that influence students to behave aggressively and what are the types of aggressive behavior done by students according to students' perception in schools in Johor Bahru.

Problem Statement

Aggressive is an extreme action that may cause discipline problems among students that in turn may affect students' behavior. Discipline problems that arise give pressure to the students themselves, family, school's organization, community and the country. Discipline is a kind of social control that is needed to form a peaceful life.

This problem needs to be controlled and settled from early level so that this problem would not become worse until it may cause various discipline problems and challenge the authority of education system.

Students are leaders for the future, thus we do not want our country be conducted by problematic leaders. Our country's dignity lies in the hands of its citizens and it is the responsibilities of parents, teachers and community in moulding these problematic students. Therefore, this study is conducted in order to seek for the factors that influenced aggressive behaviour among students and the types of aggressive behaviour in secondary schools that contribute to schools' problems around Johor Bahru from the perceptions of problematic students. This study is also intended to find the differences of aggressive behaviour according to gender factors and the relationship of behaviour with parents' income.

Objectives of The Study

The specific objectives of this study are

- i. To identify the significant differences between school environment, student attitude and peer influence among among secondary schools students in Johor Bahru according to gender.
- ii. To identify school environment, student attitude and peer influence are predictors to aggressive behavior among students among secondary schools students in Johor Bahru

Hypothesis

H₁ There is no significant differences between between school environment, student attitude and peer influence among among secondary schools students in Johor Bahru according to gender.

H₂ School environment, student attitude and peer influence are predictors to aggressive behaviour among students

Literature Review

A significant negative relationship has been found between Aggression of secondary School Students and School Environment which again validates that higher levels of school environment results in low aggressive behavior (Kaur & Niwas, 2017). It was found that cleanliness of the school building, especially of toilets was significantly related to aggression while lighting, drinking water, and spaciousness were not significantly related to aggression (Jesweer et.al., 2021)

Findings from Malik (2015) reveal that boys use abusive and foul language and involve in destructive activities as compare to girls who were rarely observed in abusive language or physical fight. The findings of the study show that there is a significant relation between students' attitudes towards aggressive behavior and students' aggressive behavior towards staff and students and properties of the university. When their attitude is more positive, students' aggressive behavior towards staff, students and properties of the university increases. The study finally shows that the differences in students' attitudes towards aggressive behavior are mainly attributed to gender: male students' attitudes are more positive than those of female students' (Farid et.al., 2018)

Other than that, it was found that the level of aggressive behaviour differs significantly on the basis of gender (df=289, t=2.9908, P 0.05)., while positive association exist between peer pressure and aggressive behaviour (r=0.6296, p<0.05). The independent variables jointly contributed 52% of the variance in aggressive behaviours among students in ONLGA (Ofodile, 2018). Peer influence influence to a positive high and significant extent correlate with aggressive behaviour. According to Mark et.al (2020) found that a positive but very low and no significant gender differences exist in the relationship between peer influence influence and aggressive behavior of the students

Research Methodology

The type of this study is a survey study. This study is conducted in five selected secondary schools in Johor Bahru involving Secondary One, Secondary Two and Secondary Four students.

A quantitive method is applied using the distribution of survey. The questionnaire is built by referring to "*Mooney Problems Check List*" as guidance. Instrument in form of questionnaire is the effective method to get information from respondents (Tuckman, 1978). Cates (1980) felt that, the use of instrument in form of questionnaire is effective if it is well prepared and contain consistent and reliable items. The items are divided into three parts; Part A for demography section, Part B for factors of aggressive behaviour and Part C for types of aggressive behaviour.

This study is only focused on samples from five secondary schools around Johor Bahru that are SMK St Joseph, SMK(P) Sultanah Aminah, SMK Tasik Utara 2, SMK Dato Jaafar and

SMK Aminuddin Baki. The samples are determined using the method used by (Krejcie and Morgan, 1970). The samples involved are 160 students. 20 to 40 students are selected by randomly ranked from each school.

Result

Respondent Demography

Table 1

Frequency and Percentage Distribution by Demographics

Demographic	Items	Frequency	Percent (%)
Gender	Male	160	61.5
	Female	100	38.5
Secondary	one	56	21.5
	two	106	40.8
	four	98	37.7
religion	Islam	173	66.5
	Hindu	16	6.2
	Budha	58	22.3
	Kristian	10	3.8
	Others	3	1.2
Total		260	100.0

Table 1 shows the distribution of the number and percentage of respondents by gender. A total of 160 student (61.5 per cent) were male students while the remaining 100 (38.5 per cent) were female students.

The secondary school distribution is divided into 3 categories, ranging from students secondary one, two and four. The number and percentage of respondents in secondary one is about 56 students (21.5 per cent). Secondary two students recorded 106 with 40.8 per cent. Lastly, 98 students with 37.7 per cent were secondary four students.

Also included in demography section is the number and percentage of religion as shown in table 1 above. Majority of the respondents are Islam with 173 student (66.5 percent), Hindu with 16 students (6.2%), 58 students (22.3 percent) are Budha, 10 students (3.8 percent) are Christian and the remaining 3 student (1.2 percent) are other religion.

Hypothesis 1: Are there any significant difference between school environment factor, family background, student, psychological factor and peer influence attitude on aggressive student according to gender

Table 2

Number of Respondents Follow T-test for differences' distribution among factors on aggressive student according to gender

	gender	N	mean	SD	t	df	p
School Environment	Male	160	3.76	0.76	-.17	258	0.87
	Female	100	3.77	0.60			
Student attitude	Male	160	3.90	0.63	.72	258	0.48
	Female	100	3.85	0.62			
Peer influence	Male	160	3.64	0.63	-1.46	258	0.15
	Female	100	3.74	0.47			

Significant in level of significance .05

To test this alternative hypothesis, an independent sample t-test was conducted. In Table 2, for school environment, the result shows no significant difference in the mean of total scores for male (M=3.76, SD= 0.76) and female (M= 3.77, SD=0.60); [t (258) =-.17, p=0.87]. Based on table 1, findings showed value $p=0.87 > \alpha 0.05$. As school environment factor has value significant is more than 0.05, then hypothesis is accepted due to no significant difference.

For student attitude, the result shows no significant difference in the mean of total scores for male (M=3.90, SD= 0.63) and female (M= 3.85, SD=0.62); [t (258) =0.72, p=0.48]. Based on table 1, findings showed value $p=0.48 > \alpha 0.05$. As student attitude factor has value significant is more than 0.05, then hypothesis is accepted due to no significant difference.

For peer influence, the result shows no significant difference in the mean of total scores for male (M=3.64, SD= 0.63) and female (M= 3.74, SD=0.47); [t (258) =-1.46, p=0.15]. Based on table 1, findings showed value $p=0.15 > \alpha 0.05$. As peer influence factor has value significant is more than 0.05, then hypothesis is accepted due to no significant difference.

As a conclusion, findings shows no significant difference between school environment, student attitude and peer influence according to gender. Then, hypothesis 1 is accepted.

Hypothesis 2: School environment, student attitude and peer influence are predictors to aggressive behaviour among secondary students in Johor Bahru

Table 3

Multiple Regression Analysis (Stepwise) To See Whether School environment, student attitude and peer influence are predictors of aggressive behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	f	beta	t	sig
1	.632 ^a	.399	.397	.433	.399	171.45	.358	5.45	.00
2	.699 ^b	.489	.485	.400	.090	45.17	.361	6.82	.00
3	.705 ^c	.497	.491	.398	.080	4.08	.118	2.02	.44

a. Predictors: (Consonant), school environment

b. Predictors: (Consonant), school environment, student attitude

- c. Predictors: (Consonant), school environment, student attitude, peer influence
- d. Dependent variable= aggressive behaviour

Model 1: $F(1,258)=171.45, p<0.05$

Model 2: $F(1,257)=122.99, p<0.05$

Model 3: $F(1,256)=84.34, p<0.05$

Based on tables 3 above, there is a significant variance between School environment, family background, student attitude, peer influence and aggressive Findings Model 1 showed that school environment is a predictor factor to psychological well-being with α value of $F(1,258) = 7.052, p < 0.05$. Based on the Beta value, the study findings showed (Beta =0.358, $t=5.45, Sig = 0.00$). This indicates, school environment contributed 39.9 percent to the aggressive among secondary students in Johor Bahru.

Findings Model 2 showed that student attitude is a predictor factor to aggressive with α value of $F(1,257) = 122.99, p < 0.05$. Based on the Beta value, the study findings showed (Beta =0.361, $t=6.82, Sig = 0.00$). This indicates, school environment and student attitude contributed 48.9 percent to the aggressive among secondary students in Johor Bahru.

Lastly, findings Model 3 showed that peer influence is a predictor factor to aggressive with α value of $F(1,256) = 84.34, p < 0.05$. Based on the Beta value, the study findings showed (Beta =1.18, $t=2.02, Sig = 0.44$). This indicates, school environment, student attitude and peer influence contributed 49.7 percent to the aggressive among secondary students in Johor Bahru.

Discussion

Hypothesis 1: The is no significant difference between school environment factor, family background, student, psychological factor and peer influence attitude on aggressive student according to gender.

Study findings shows there are no significant difference among school environment factor, background, psychology, student and peer influence attitude on aggressive student with male student and female student. Thus, hypothesis is accepted based on T-test analysis. This show all factors had no difference on male student and female student.

These findings contradict the biological findings by Maccoby and Jacklin (1974, 1980), who argue that teenage boys are more aggressive than teenage girls. Olweus (1980), on the other hand, think a 16-year-old boy likes to bully his friends more than a teenage girl. Both opinions supported by Osborn and West (1979) found that 40% of criminals' children are criminals where the criminals are usually fathers.

Bucher (1983) in his study of 200 female students showed that their involvement in co-curriculum contributed to the development of the physical and positive development of personality. This opinion was supported by Pui (1996) for being able to establish himself as a leader in the future. The attitude of these students was supported by Atan (1992) for fostering leadership in student.

This is not in line with a study by Perry et al (1990) that found peers showed little effect on their peers. Azamah Abu Samah (1998) stated 5 factors which are teacher and knowledge, students, parents, climate and school environment as well as the influence of peers that determine the attitude of students whether male or female. This study shows how great the influence of peers is in the formation of the student's personality.

Reckless and Dintz (1967) believed that the concept of self-control plays a major role in the development of the behavior of the offender. Studies show that aggressive students have low psychology. This opinion is supported by theorists of behaviourism stating that all reactions occur due to stimuli. The sect was founded by Ivan Pavlov and was developed by such famous psychologists as J.B. Watson, B.F. Skinner and E.L. Thorndike.

Hypothesis 2: School environment, student attitude and peer influence are predictors of aggressive among secondary students in Johor Bahru

For regression, findings shows that school environment, student attitude and peer influence are predictor to aggressive among secondary students in Johor Bahru. This indicates that those three variables labelled as predictor can affect the level of aggressive among secondary students in Johor Bahru. Strong percentage of contribution are predicted where school environment, student attitude and peer influence contributed 49.7 percent to the aggressive among secondary students in Johor Bahru.

Conclusion

The findings can be concluded that most dominant factor was school environment factor which influenced student behave aggressive in daily secondary school in five schools in Johor Bahru's city. Hence, it is also possible that classroom composition influences children by providing behavioral norms.

Study findings also found there are no differences among school environment factor, family background, student, psychology and peer influence attitude of aggressive student with gender. However, students misuse freedom which gave by parents to achieve same desire with men. Relationship between behavior and parents' income show weak level and relationship between two variables is inversely proportional.

Significantly, an implication of these conclusion is that considering a comfortable or positive learning environment help to reduce students' aggressive behavior with the help of full commitments from all school communities such as the school, teacher, peer and students.

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