

## THE INFLUENCE OF BEHAVIOUR AND PARENTING STYLE TOWARDS SECONDARY SCHOOLS' DELINQUENCY BEHAVIOUR

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This research was carried out in order to study delinquent behavior among secondary school students. The students in this research are selected due to the fact that they have been identified as delinquent and recorded by the school authority. There are four aspects which were seen as delinquency among students; namely physical, verbal, sexual and anti-social aspects. The research was carried out in order to emphasis into two aspects which are parents' behavior and their parenting style. Forty-one secondary schools in Johor Bahru were selected as the venues of the research. Johor Bahru was selected due to students' discipline reports statistic issued by Johor Education Department (JPNJ) on 2013, 2014 and 2015 that stated Johor Bahru the highest discipline behavior cases compared to the other ten districts. This research was carried out by implementing Triangulation Mixed Methods design in which it involves the collection and the analysis of data through the combination of quantitative and qualitative approach. Quantitative method uses questionnaire approach, while qualitative method uses interview and observation approach. Through the questionnaire distributed, 354 students from the secondary schools in Johor Bahru were also selected as the population and those amounts were selected as the sample of the study. For interview, eight students were selected as the representative of each zone in Johor Bahru which consists of Town Zone, Majidee Zone, Skudai Zone and Iskandar Puteri Zone. The data collection through quantitative method was analysed by using the "Statistical Package For Social Science" (SPSS) version 22 in order to get the frequency, min, correlation pearson, t test, anova and regression. While the analysis of qualitative data through interviews using Nvivo version 11. It is hoped with the study carried out; it could give a clearer and precise picture upon the problem and identification of the efforts in solving the delinquency behavior among the secondary school students. Indirectly, it is hoped to help the parents, teachers, school administrators and any other related parties to identify the reasons and solve such behavior too.

**Keywords:** *Parents Behavior, Parenting Style, Delinquency Behaviour.*

### 1. INTRODUCTION

Students are the human resource and the generation who are going to inherit the country in the future. They are hoped to become useful citizens and able to contribute the development of the country. In order to become the perfect nation, all aspects namely, physical, social, spiritual, intellectual and psychology must be developed so that the nation will become balance and perfect as stated in the National Education Philosophy (Zainudin, 2014).

Delinquent behaviour originated from the Latin word 'delinquere' which means neglect, or ignore and this definition was expanding its usage in explaining bad

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behaviour, antisocial, committing into crime and disobeying rules (Kartini, 1986). Delinquent is also known as the behaviour which is contradicting to the norms and society's tact and also known as juvenile when the behaviour involves law obstruction (Rohana, 1996).

According to a report in Malaysia Crime Prevention Foundation Annual Grand Meeting (MCPF) in 2014, schools students' involvement in criminal activities is alarming as it showed significant increase in several cases from 2012. 2012 statistic showed there were 368 students were involved in criminal activities and increased to 542 students in 2013. Fighting which resulted to injuries also has plummeted from 244 cases in 2012 to 530 cases in 2013.

Moreover, based on the statistical data of Sistem Salahlaku Disiplin Murid (SSDM) for Johore state which was released on 2013, 2014 and 2015, it showed that the number of the students which were involved in delinquency is high. In 2013, 1581 students were involved in juvenile cases. The number of students who involved in 2014 were 1554, meanwhile in 2015, 1057 cases were stated (Malaysia Ministry of Education, 2016).

This clearly illustrates that the process of mentoring the students to become balance is no piece of cake. Serious matters such as discipline problems, moral decline and delinquent behaviour were always being reported to happen in schools, as if the learning process in school does not give any impacts towards students' self-development.

## **2. BACKGROUND OF THE STUDY**

The discussion on the increasing number of delinquency cases in schools has given signs that some actions need to be taken for the generation who are hoped to become the legacy of the nation, so that they will not be involved in negative behaviour. There are certain things which need some considerations such as the factors contributing to such behaviour portrayed by the students, main dimensions of the crimes and the possible potentials to be taken in solving such unhealthy behaviour.

School administration has done a lot of programme to mould the students to become responsible and disciplined. Surat Pekeliling Ikhtisas Bil.11 (or also known as Foundation Circular) 2000 stated that the Ministry of Education has released the order to hands on the juvenile crimes among the school students (Ministry of Education, 2000). The report showed by the Centre of The Royale Police of Malaysia (PDRM) Bukit Aman, showed that the total crimes involving juvenile between 10 to 18 years old has risen every year and this situation needs to be cured before it seeps badly into the school culture (Polis DiRaja Malaysia, 2015). The Ministry of Education has shown a lot of suggestions and steps to be taken so that they can be taken into consideration to be implemented in schools, in order to stop the school students from getting involved with crimes. The crimes refer to the delinquent behaviour of the school students (Ministry of Education, 2015).

According to Ministry of Education (2015), the school has taken appropriate steps in preventing the discipline problem, especially delinquent behaviour among school students. However, the situation pictured by the mass media has shown that all the efforts are useless. These problems are getting worse and have become the hot potato among the society members. Due to that, the society apt to perceive that the education system of Malaysia has failed to produce citizens as expected in the National Education Policy.

The development of the students is influenced by their environment. The closest and the most crucial environment to the students is their family. According to Hoffman (1996), family has shaped one's personality since they are young and indirectly will give a huge influence to the students' behaviour, attitude and their way of thinking during adulthood. Previous studies in Malaysia and the West also have shown that when the family relationship is good, hence the life of the student will be good as well in terms of their life's satisfaction, self-perceived, sexual behaviour and academic achievement (Fatanah, 1997).

The previous studies also shown that family's background and environment plays a very essential role in harping socialization process of the students, if the aspects such as attitude, values and trustworthy are cultivated into students' mind. Besides, family's environment could also become the main attributing factor in developing emotional development, cognitive and social quality of every member in its institution. A research carried out by Sham Sani (1994) has proven that delinquent behaviour is also related to the family's structure and family's behaviour itself.

According to Azizi, Jamaludinm Abdul Atif and Zurhana (2007), uncontrolled social involvement of the students also play crucial role in contributing to moral decline and delinquency among school students. Parents do not care about their children and tend to provide material needs only, namely the students shelter, food, clothes, and financial support to their children. The responsibility to educate, on the other hand, was given to the teachers at school. It caused the school is unable to control all of the students under its supervision and when the situation has become worse, it created discipline problems among school students and indirectly increased the delinquent behaviour problem from the students themselves.

Malaysia Ministry of Education (2003) has released the Foundation Circular No. 7 in 2013 which touched on the caning responsibility of the teachers towards the students. Caning responsibility was given to the teachers for quite some time ago, and it was allocated under Education Rules (School Discipline) 1959, under Education Ordinance 1957. In Rules 6, it was stated that:

#### **Rules 6**

The Headmaster of the school could, from time to time, based on terms and conditions which he thinks is appropriate, disseminate the school discipline power

or power to enforce law towards the teachers of that school or to the students who has meet the requirement of such terms and conditions, but except none of the teachers can enforce the order except by receiving such order.

The Ministry of Education hoped that the same responsibility given will be used by the school administration by obeying Rules 5 under the same ordinance:

### **Rules 5**

1. In order to enforce discipline among the students, the Headmaster needs to have the power to enforce schools' punishments which can be considered as requirement and beneficial
  - (a) Punishment to female students is forbidden; and
  - (b) Punishment to male students by a teacher should be limited to lightly caning on the palms or at the buttocks which is under clothes and it is supposedly to be done by the headmaster only, and/or with the power given by him/her in certain cases.

(Ministry of Education, 2003)

Based on statistical reports on students' discipline which were released by Johore State Education Department (JPNJ) on 2013, 2014, 2015 and 2016 (until 29<sup>th</sup> February 2016), Johor Bahru was recorded as the district with the highest percentage in juvenile behaviour in 2013 and 2014 compared to the other 10 districts. Johor Bahru recorded 995 juvenile cases in 2013 and increased to 1069 cases in the following year. However, the number of cases slightly decreased to 699 cases in 2015 and up to 29<sup>th</sup> February 2016, 201 juvenile cases were reported (JPNJ, 2016).

Ghafani (2007) claimed that students behaviour start at home. Since young, they spend a lot of time at home around their family environment. This shows that mental, physical and social development of a child is under family's control, supervision and depends on the life's script of a family. Therefore, students become wild most probably due to the parenting factor itself. Suhaila (2009) found out that parenting is actually one of the contributing factor to delinquent behaviour of the students. Parenting styles is closely related to with students' behaviour, which means that appropriate parenting styles will decrease the students' frequency in committing delinquent behaviour.

The failure of the parents in cultivating disciplinary behaviour among their children is also seen as one of the factors in delinquent behaviour occurrence. The origin of the delinquent behaviour of anti-social is resulted from lack, inappropriateness or discipline control which is not consistent during their childhood (Jaconvitz *et al.* 1996). Most of students' anti-social behaviour started from the failure of parents' parenting style and family management (Jacobvitz

*et. al.* 1996, Vuchinich, 1992). According to Hetherington (2003), those parents do not care where their children are, what kind of activities their children are involved into, who their friends are and do not even care about their education and the social environment of their children. They are too busy with their own lives and careers.

According to Phares and Compas (1992), parents are also said to become the main contributor to their children's problematic behaviour, in which they fail to show appropriate behaviour in front of their children, besides neglecting religion education. For example, students who have alcoholic parents and experiencing frustration are identified to commit into juvenile cases and compared to children who are not experiencing such environment. According to Putrajaya Mosques, Ex-Chief Imaam Tan Sri Abd Kader Talib (2004), the society who failed to practice religious values, will lead to delinquent behaviour which is forbidden by the religion. Religion is indeed the way of life and if it is not been strongly implemented in a family, the children will definitely be influenced with negative forces.

According to Hassn (1997), 21<sup>st</sup> century students are dangerously exposed to different kind of influences. Borderless world we are now experiencing is offering both positives and negative vibes. The students are easily being influenced with programmes which are 'unhealthy' compared to programmes which can help to build their character. There are a lot of problems related to students' social behaviour sourced from students' of relationship with their parents. Most of them blame their parents due to the fact that the parents lack of time to spent with the them students. Their loves are expected but those are replaced with luxuries and money. It is in parallel with Khairul Anuar's (2000) opinion that the failure of the parents to accept the real-life facts is one of the factors contributing the students to seek for unexpected behaviour.

In conclusion, how the parents need to play the roles in moulding and educating the students depends on their own hands. The relationship and beautiful rapport between the parents and the children is essential in developing human's tact and etiquette. Beside that, nurturing and discipline education need to be emphasised in terms of the children's socialisation so that they will become a positive person. Therefore, all struggles faced by the students need to be treated and overcame so that it will not trigger any crucial threat towards the country's 21<sup>st</sup> century development.

### **3. RESEARCH OBJECTIVES**

Based on the objectives stated before, there are a few research objectives that can be identified:

- (i) What is delinquent behaviour among secondary school students?

- (ii) What is parents' behaviour among secondary schools students?
- (iii) What is major parenting styles practised among secondary school students?
- (iv) What is the difference of delinquent behaviour in relation to demography factor, parenting styles and parents' behaviour?
- (v) What is the difference of parenting styles in relation to demography factor, parenting styles and parents' behaviour?
- (vi) What is the relationship between students' delinquent behaviour with demography factor, parenting styles and parents' behaviour?

#### 4. RESULTS

The findings of the research are presented based on the research objectives. Based on Table 1, it is found that major parenting style which was practiced by the parents of the secondary school students is in satisfactory level. For the parenting style of the father, the mean value is 2.91 and its standard deviation is 0.47. Meanwhile, mothers' parenting style stated the mean value of 2.93 and its standard is 0.46.

TABLE 1: MAJOR PARENTING STYLE PRACTISED BY THE PARENTS OF SECONDARY SCHOOL STUDENTS

<i>Issue</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Level</i>
Father's Parenting Style	2.91	0.47	Medium
Mother's Parenting Style	2.93	0.46	Medium

For parents' behaviour among secondary school students, it is found that father's behaviour in the aspect of reasoning has high mean value that is 2.93 and its standard deviation is 0.97. On the other hand, in the aspect of mother's behaviour (reasoning), it also has the second highest value that is 2.79 and 1.03 of standard deviation. Mean value and standard deviation is shown in Table 2.

TABLE 2: BEHAVIOUR OF THE SECONDARY SCHOOL STUDENTS' PARENTS

<i>Issue</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Level</i>
Father's Behaviour from Attention Aspect	1.93	0.60	Low
Mother's Behaviour from Attention Aspect	1.67	0.59	Low
Father's Behaviour in Reasoning Aspect	2.93	0.97	Medium
Father's Behaviour in Reasoning Aspect	2.79	1.03	Medium
Parents' Behaviour from Product Aspect	2.07	0.73	Low
Parents' Behaviour from Motivation Aspect	1.89	0.67	Low

In Table 3, it is found that delinquent behaviour among secondary school students in Johor Bahru are in low level with mean value of 1.66 and its standard deviation is 0.53.

TABLE 3: DELINQUENT BEHAVIOUR

<i>Issue</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Level</i>
Delinquent Behaviour	1.66	0.53	Low

In order to see whether there is significant difference for students' delinquent behaviour across the gender, a T-test was carried out. The findings are shown in Table 4.

TABLE 4: T-TEST ANALYSIS ON DELINQUENT BEHAVIOUR ACROSS GENDER

<i>Variables</i>		<i>Mean</i>	<i>df</i>	<i>T</i>	<i>Sig.</i>
Delinquent Behaviour	Boys	1.74	352	4.29	0.00
	Girls	1.47			

Based on the analysis of t-test which was carried out, it is found that the generated *t* value is 4.29 which significant value of  $p = 0.00 < 0.05$ . This shows that there is significant different for students' delinquent behaviour across gender. Specifically, mean value for students' delinquent behaviour is higher for the boys (mean = 1.74) compared to girls (mean = 1.47). This illustrates that the boys apt to get involved or show delinquent behaviour compared to the girls. Therefore, nol hypothesis was rejected.

In order to see whether there is significant difference for students' delinquent behaviour across races, ANOVA test was carried out. The results were shown in Table 5.

TABLE 5: ANOVA ANALYSIS ON DELINQUENT BEHAVIOUR ACROSS RACES

<i>Delinquent Behaviour</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Races</i>	<i>Mean</i>
Between Groups	.159	2	.079	.275	.760	Melayu	1.68
In Groups	101.413	351	.289			Cina	1.68
Total	101.571	353				India	1.63

According to ANOVA test, it is found that F value was generated with 0.275 with significant value of  $p = 0.76 > 0.05$ . This shows that there is no significant difference for students' delinquent behaviour across race. Specifically, mean value for students delinquent behaviour is higher for Malay and Chinese students (mean = 1.68) compared to Indian students (mean = 1.63). This illustrates that Malay and Chinese students has the tendency to get involved or show delinquent behaviour compared to Indian students. However, the difference is not significant and therefore, nol hypothesis fail to be rejected.

## 5. DISCUSSION

The findings stated in the objective were discussed thoroughly. The discussion includes observation of the research findings towards major parenting styles

practised by the parents. This research differentiates the parenting styles of the mother and the father. In general, the findings of the research shows the parenting styles are in medium level. The findings of the parents' behaviour in the aspects of observation, reasoning, products and motivation among secondary school students show that father's behaviour in the aspect of reasoning dan mother's behaviour also in the aspect of reasoning have medium mean value. Beside of these two aspects, all the other aspects are in low level. The findings on secondary school students' delinquent behaviour show that they are still on low level.

The findings of the delinquent behaviour which can be related to demographical factor show that the boys have more tendencies to act in delinquent behaviour compared to girls. In racial aspect on the other hand, the Malays and the Chinese have more tendencies to get involved in delinquent behaviour compared to the Indians. The delinquent behaviour across father's parenting style which has permissive way of nurturing dominates the students to get involved in delinquent behaviour. On the other hand, mother's parenting style also shows that mothers who are authoritarian dominates the students to behave delinquently. Based on ANOVA test, it also shows that students who are 'closer' to mother's reasoning aspect have more tendencies to be involved in delinquent behaviour compared to students who are under father's attention, mother's attention and father's reasoning.

From the t-test carried out, parents' parenting style across children's gender shows that authoritarian father, authoritarian mother and permissive mother tend to use such parenting style upon their sons compared to their daughters. The findings of ANOVA analysis related to the difference of parenting styles across father show that authoritative father parenting style and authoritative mother parenting style are higher among the Malays and Indians compared to the Chinese. For the t-test analysis, parents' behaviour across genders show that male students have positive perception towards father's attentive behaviour. ANOVA test on the other hand, shows that Chinese students are apt to parents' attention and the Malay students are apt to parents' reasoning.

## **6. CONCLUSION**

The research has overall succeeded in identifying the behaviour and parenting styles of the parents and their influence towards delinquency behaviour among secondary school students. Gender factor also does not prevent the students to commit into delinquency behaviour. The same goes with genetics factor, which does not influence the students to practise delinquent behaviour. The parents should show good and appropriate behaviour in their daily lives. It is hoped that this study will be beneficial for all and can be used as reference to the Malaysia's Education Ministry to develop effective human resource for the sake of developing national education system based on National Education Philosophy.



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