

Comparison of Levels and Types of Aggressive Behaviours among Students of Islamic Secondary Schools in Terengganu

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Abstract--- *The increase in levels of aggressive behaviour involving bullying, hitting and injuring others amongst students has reached the level of concerned in today's society. This study aimed to measure the level of students' aggressive behaviour involving four types of aggression; physical aggression, verbal aggression, anger aggression and hostility aggression. The data used to measure these types of aggression was gathered by Aggression Questionnaire by Buss & Perry (1992). This study was focused on students (n=200) of several Islamic secondary schools in Terengganu. The methodology of this study was using quantitative studies by distributing questionnaires and analysing them using Statistical Package for Social Science (SPSS) version 23.0. The findings of this study showed that the level of physical aggression (2.4467), verbal aggression (2.9071), anger aggression (2.6571) and hostility aggression (3.1736) were at a moderate level. The findings of this study also found that there was no significant difference between physical aggression and verbal aggression based on gender, but there was a significant difference between anger aggression and hostility aggression among female and male students of Islamic secondary schools. Therefore, it is recommended that aggressive behaviour of students of Islamic secondary school to be taken into consideration by educational institutions as well as those plan intervention programmes for students.*

Keywords--- *Aggressive Behaviour, Islamic Secondary School, Students.*

I. INTRODUCTION

According to Wann et al., (2003), aggression is a deliberate act of causing physical, verbal or psychological harm to a person that has tendency to avoid injury and actions that could do harm to property which were caused by anger. Olweus (1993) stated that teenagers who acted aggressively would act that way towards their peers until it caused them to suffer. There are a number of researchers who categorise the types of aggression. Husman & Silva (1994) stated that there were three types of aggression namely aggressive action (obvious aggression) that is to injure another person or object with the intention to gain satisfaction; aggressive action (instrumental aggression) which refers to an action of injuring another person for a reward or victory and aggressive action (assertive

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aggression) that refers to the use of physical aggressively in a manner that is allowed (in accordance with the rules of a game) to achieve a goal (victory).

Parens (1987) further divided the aggressive behaviours into two which were positive aggressive and negative aggressive. Positive aggressive behaviour is harmless, non-cruel, non-hostile, for self-defense purpose, aimed to achieve goals, for counter-behaviours, and to master a good skill⁵. Consequently, negative aggressive behaviour is related to anger, rage, threat, cruelty, hostility, hatred, violence, bullying, torture and revenge (Parens, 1987). Buss & Perry (1992) classified four types of aggressive behaviour which are instrumental aspects that are done physically (physical aggression), verbally (verbal aggression), psychological arousal (anger) and cognitive aspects of the individual's tendency to defend their rights and strive for success (hostility).

There are three types of bullying namely physical bullying (beating, slapping, kicking, pushing, pinching), verbal bullying (cursing, ridiculing, mocking, blackmailing), antisocial bullying (excluding someone from a group, ignoring someone on purpose) and cyberbullying (making things viral on the Internet to embarrass someone, humiliating the victim) (Ministry of Education, 2016; Yahaya et al., 2008). In the case of bullying, the bully likes the presence of audience and bullying often occurs in public where the bully considers that there is winning and losing (Husni, 2018; Yahaya, 2015). This behaviour is similar to physical aggressive behaviour in which one expects public praise and attention to injure or beat others. This showed that they had a poor judgement when assessing something good or bad (Ahmad, 2013). Aggressive behavior is often a concern among researchers and the a description of facts presented showed that there are differences in the nature of aggressive behaviours. There have been several studies related to aggressive behaviours^{5,12-14}, but there are no specific studies on aggressive behaviors among Islamic secondary schools' students. Aggressive behaviours will affect the role of the school as an identity builder and educator of the nation. This is a motivation for the researchers to pursue it in the hope that the findings of this study will be useful for educational development in Malaysia.

II. PROBLEM STATEMENT

The increase in level of aggression involving student misconducts has reached the level of concerned in today's society (Howard et al., 2008; Tharshini& Ibrahim, 2018). According to the former Inspector-General of Police of Malaysia, Tan Sri Mohamad Fuzi Harun, there were 1,285 criminal cases reported involving school students in Malaysia in 2018 (Berita Harian Online, 2019). Statistics of disciplinary misconduct from the Ministry of Education (2018) revealed that that was an increase in the number of students involving in aggressive and bullying behaviours. There were 1,054 cases reported from January to June 2018 (Berita Harian Online, 2018). According to Tan Sri Lee Lam Thye, the senior vice chairman of the Malaysian Crime Prevention Foundation (MCPF), there were 3,011 cases of bullying reported in 2015 and the total case had seen an increase to 3,488 in 2016. The number of bullying cases dropped to 2,795 in 2017. These criminal cases did not only involve truancy, vandalism and bullying but they also comprised of more serious crimes including drug trafficking, sexual misconduct, murders, criminal and militant groups. In the latest case, three students (13 years old) were arrested for beating a male student (7 years old) to death in a tahfiz school in Temerloh, Pahang (Harian Metro, 2019). The increase in number of cases has become a concern for everyone. Therefore, specific steps need to be taken to address this issue immediately. One of them would be

through the help of the Guidance and Counselling services offered by the school counsellor (AzemiShaari, 2014). Appropriate approaches should be developed from time to time to address these issues. One of the proposed approaches in addressing the problem of aggressive behaviour among students of Islamic secondary high schools was through the Islamic approach (Manap, 2015). Through this study, researchers sought to identify the levels of aggressive behaviour among the students of Islamic secondary schools in Terengganu district based on a survey on aggressive behaviour by Buss and Perry (1992). The findings provide an overview of the aggressive behaviour status of Islamic secondary school students.

III. OBJECTIVES OF THE STUDY

In particular, this study was conducted to achieve the following objectives;

- a. Identify the levels of aggressive behavior among Islamic secondary school students based on the types of aggression (physical, verbal, angry and hostile).
- b. Identify the differences in levels of aggressive behavior among Islamic secondary school students based on their types of aggression and demographics (Gender and School Location).

IV. LITERATURE REVIEW

1) The study of Yahaya et al., (2010) found that students' (n=260) aggressive levels (physical, verbal and anti-social) in five areas of Johor Bahru were high. Some of the factors that influenced aggressive behavior were due to school environment, family background, students' attitude, psychology and peers. Besides that, Yahaya & Idris' (2011) study found that students' perceptions of aggressive behavior and actions were high. Studies have also found that there was a significant relationship between verbal and anti-social behavior and parental income. A study conducted by Hsieh & Chen (2017) on students (n=80) at a Taiwanese university through a competitive reaction time game which was based on Paradigm Taylor Aggressive, found that respondents with low self-esteem level (low inhibitory level) had a high level of provocation. The findings of this study contributed to the information for the development of aggressive attitude recovery programmes. The study of Kruti & Melonashi (2015) which was conducted on students (17 years old) at a metropolis city school in Albania found that the level of aggression presented was alarming but this study did not conduct any tests on the real aspects of behaviour in real life. However, researches suggested that the measures to control the aggressive behaviour among teenagers in Albania shall be addressed immediately by their parents, school and the Government.

The study conducted by Alias (2006) on students (n=112) of University of Malaysia Sarawak (UNIMAS) found that the level of female students' aggressive behaviour was higher than male students in terms of physical aggression (M = 23.59), hostility aggression (M= 21.83), impulsive or impatient (M = 2.8990) and avoidant (M= 3.4819). On the other hand, a study by Ramli (2009) found that the most dominant aggressive behaviours were verbal aggression (mean 13.28), anger aggression (mean 13.26) and physical aggression (mean 9.36). According to Hussin (2017), aggressive behaviour was triggered by external expression such as the inability to adapt, being unaccepted in the social system and also in response to internal stress.

This was because of their rebellion behaviour in the streets and the manifestation of aggressive behaviour was influenced by several risk factors such as their own selves, family, peers and education. A study by Yahya et al., (2018) also found that the influence of aggressive media programmes and the impact on students' aggressive behaviour were modest. There are numerous studies that have uncovered that the influence of violent media to be one of the reasons teenagers tend to be aggressive. Although there were various modules aimed at addressing negative behaviours (Abdullah, 2014; Ali & Elias, 2016; Raji et al., 2019; Sulaiman, 2016; Zahir et al., 2019), the modules for addressing aggressive behaviour problems (Ayub et al., 2016; Chin, 2016; Kastner, 1998; Lonchman, 1992) among Malaysian secondary school students are still poorly conducted. Therefore, there needs to be a mechanism for the construction of specialised modules to address the aggressive behaviours among school students.

V. METHODOLOGY

This study is a descriptive-styled study. The survey method was used to collect information on the level of aggressive behaviours among Islamic secondary schools' students (n = 200) in Terengganu. The questionnaire used was modified from the Buss & Perry (1992) aggressive behaviours' questionnaire. The sample consisted of respondents from Terengganu Islamic secondary schools' students and were randomly selected using the targeted sampling method. According to Chua (2011) the results of the study cannot be generalised to the whole population.

5.1 Instrument Reliability

Instrument reliability refers as the extent to which the instrument scores were consistent or stable³¹. Reliability is obtained when the results are identical each time the test is performed. Thus, instrument reliability can be defined as an error-free measurement that provides consistent results. Alpha Cronbach model determines the meaning of reliability coefficient for all items.

The reliability analysis was tested to confirm the validity of the items used to measure whether the Aggression variables were reliable to use. The Cronbach's Alpha value showed a value of 0.889. According to Sekaran (2014), the closer the reliability coefficient to 1.0, the higher the reliability. Contrarily, reliability of less than 0.60 can be defined as having a low reliability. Furthermore, it is acceptable if the reliability is within 0.7 and if it is more than 0.8, It shows that the reliability is high. Therefore, the questionnaire in this study can be categorised as high reliability to be used in this study.

VI. RESEARCH FINDINGS

6.1 Identifying the level of aggressive behavior among secondary school students based on the type of aggressiveness

The analysis was presented in the form of frequency, percentage and analysis using the mean scoring method. For measuring purposes, the levels of respondent scores were classified into three mean scores namely low, medium and high as shown in Table 1 below.

Table 1: Mean Scores Interpretation on Dimensions of Aggressive Behavior

Mean Scores	Levels
1.00 - 2.33	Low
2.34 - 3.66	Medium
3.67 - 5.00	High

Source: Mohd Majid Konting (1990)

This section covers the data on Islamic secondary school students' responses on levels of aggression. There were 28 questions asked in this section.

Table 4 below shows the level of aggressive behavior among Islamic secondary school students based on the types of aggression namely physical aggression, verbal aggression, anger aggression and hostility aggression. The mean values for physical aggression (2.4467), verbal aggression (2.9071), anger aggression (2.6571) and hostility aggression (3.1736) were moderate.

Table 2: Descriptive Statistics (Mean Level)

Types of Aggression	Mean	Std. Deviation
Physical Aggression	2.4467	.75720
Verbal Aggression	2.9070	.64125
Anger Aggression	2.6571	.80226
Hostility Aggression	3.1736	.79402

6.2 Identifying differences in levels of aggressive behavior among Islamic secondary school students based on the types of aggression and demographics

This section presents the results of variance analysis using T-test method. An independent sample-T test was conducted to test whether there were differences in levels of aggressive behaviour among Islamic secondary school students based on the types of aggression and demographic factors such as gender and school location.

6.2.1 Significant Differences between Levels of Aggressive Behavior with Gender Among Islamic High School Students (SMA)

Table 3: Independent sample-T test: Gender Factor

Types of Aggression	Gender Factor	N	Mean	t	Sig
Anger Aggression	Male	78	2.5055	-2.157	.032
	Female	122	2.7541		
Hostility Aggression	Male	78	2.9304	-3.563	.000
	Female	122	3.3290		

Based on independent T-test samples (Table 3), it was found that $t = -2.157$ and $Sig = 0.032$ for anger aggression and hostility aggression ($t = -3.563$ and $Sig = 0.000$). Significant value was found to be less than Sig 0.05 and this indicated that there was a significant difference between anger aggression and hostility aggression between male and female students in Islamic secondary schools.

6.2.2 Significant Differences between Levels of Aggressive Behavior Based on School Locations Amongst Islamic High School Students (SMA)

Sig values for physical aggression, verbal aggression, anger aggression and hostility aggression are more than 0.05. This indicates that there is no significant difference between the types of aggression according to the location of schools whether the Islamic secondary schools are in the city or the Islamic secondary schools are in the rural areas.

VII. DISCUSSION

From this study, some of the following points can be summarised to answer the objectives of the study. The results showed that the level of aggressive behavior amongst Islamic high school students (n = 200) in Terengganu district was at a moderate level. However, on a case-by-case basis, the students' dominant aggressive behaviour came from physical aggression, which can be defined as "if I have to use force to defend my rights, I will" (4.23). Whereas for hostility aggression, the study showed that "I know my friends talk badly about me behind my back" (4.00) was the most dominant behaviour amongst students. Based on the analysis of the differences between the types of aggression based on gender, there was no significant difference between physical aggression and verbal aggression between male and female students in Islamic secondary school.

There was, however, a significant difference between anger aggression and hostility aggression between male and female students in Islamic secondary school. The data analysis also showed that there was no significant difference between the types of aggression according to the location of the Islamic secondary schools in the city or in the rural areas. The aggressive behavior of students in Islamic secondary schools was still at a moderate level and this problem can be further improved with the cooperation of parents and teachers. Although the study found that students' aggressive behavior in Islamic secondary schools was still at a moderate level, there was a tendency for students to behave aggressively based on the findings in the study. Therefore, it is suggested that this study to be further expanded by associating with broader and more detailed variables such as environmental, emotional, psychological and more. In addition to that, a combined qualitative and quantitative study should be conducted to obtain more accurate information to identify the root causes of students' aggressive behavior. The study focused on Islamic high schools in the Terengganu district, so it is recommended that further studies should be conducted in various types of schools, including those in urban and rural areas with varying economic environment.

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