

Youth Perception and the Effects of Disciplinary Action Implemented in School

DOI: <https://doi.org/10.47175/rissj.v2i1.176>

| Noni Harianti Junaidi^{1,*} | Lisa Richard² | Nur Hafizah Busrah³ |

^{1,2,3}Faculty of Administrative
Science & Policy Studies,
MARA University of
Technology (UiTM), Kota
Samarahan, Sarawak,
Malaysia

*noniehj@uitm.edu.my

ABSTRACT

The disciplinary problem in school has become one of the popular issues in Malaysia. The purpose of this study is to describe youth perceptions and the effects of disciplinary action implemented in school. It intends to achieve three main objectives which are to identify the perceptions of youth towards disciplinary action practice in school, to examine the effects of disciplinary action practice, and to make comparisons between gender and its acceptance towards disciplinary action in school. Data collection had been carried out using a quantitative approach through convenient sampling. There were 260 questionnaires distributed to respondents from the diploma and degree students under the Faculty of Administrative Science & Policy Studies at MARA University of Technology (UiTM) in Kota Samarahan. Findings showed that most youths agreed on the good perception of the disciplinary action implemented in school. However, there were also respondents who had given some opinions and recommendations. Nevertheless, only some of the students tend to access aggressive solutions. This study also did a comparison between gender and its acceptance toward disciplinary action in school. However, finding indicated there was no difference of acceptance between genders.

KEYWORDS

Disciplinary problem; Disciplinary action; Youth;

INTRODUCTION

The concept of discipline is to train correct or compliment a system of rules regarding behavior according to the established rules. Discipline at the school level is a rule imposed on students with the aim of controlling their behavior through punishment or reward (Othman, 2008). The disciplinary problem in schools is the main concern for the government, educators, parents, and society in Malaysia. The Ministry of Education (MOE) of Malaysia introduced the punish-based disciplinary action and enforced a comprehensive set of rules and regulations to reduce disciplinary issues. They enforced school rules by means of a system of penalties and punishments which include corporal punishment, suspension, expulsion, alternative school placement, and demerit points (Tie, 2014).

Disciplinary action leads to negative outcomes for the student such as become more aggressive and also create physical and mental pain to students (Ching, Jiar, & Jaffri, 2015). The schools as educational institutions need to do some strategies in learning and teaching for students as they need to encourage students to achieve good result and improve their academic performance (Ahmad, 2014). The academic performance of students is affected if students are being given disciplinary action as they have become more aggressive. School disciplinary action is related to academic performance (Iqbal, Hamdan, & Faisal, 2013). Basically, students who have been punished physically will develop negative attitudes in learning. It will affect their academic performance constantly.

LITERATURE REVIEW

Discipline is significant for the students in order for them being able to handle their attitude and behavior in learning at schools (Ding & Mohd Hamzah, 2018). In other words, discipline at school is the main role of the character formation of the students. Discipline has a significant relationship with behavior and the academic performance of the students. If the discipline of the students at schools is bad, then it will lead to a disciplinary problem. Disciplinary problem is common issues that happen in all schools in Malaysia (Khalim, 2007). Nowadays, parents in Malaysia think that the implementation of disciplinary action in school can give harm and hurt their children. This mindset leads them to have a negative perception of disciplinary action in school. However, if the parents can think towards the positive perceptive of the disciplinary action in school, it can help the parents to control the behavior of their children.

A student that has a disciplinary problem means they are lack value in behavior (Hashim & Min, 2018). Discipline at school is the main role of the character formation of the students. Meanwhile, the disciplinary problem is where the character of the students is not good and has less value of attitudes. For instance, behavior that has no values is involved in disobeying rules such as crime, not appropriate, rude, dishonest, and naughty in school (*Jabatan Pelajaran Negeri Terengganu*, 2007). In 2017, the Ministry of Education just stated that the percentage was decreased for the six months of 2017 from 0.036% to 0.0276% for all students in Malaysia does not describe the real reality (Anwar N. I., 2017).

According to Panda (1993), some scholars have agreed that punishment can avoid the child to repeat the same mistake. Basically, when they have been punished, they can learn from their mistakes and will be unlikely to repeat again. Disciplinary action can control behavior that has no value in the discipline (Zainal, Tarmizi, Kasa, & Ahmad Ibrahim, 2007). The action taken by the teacher or school is to control the behavior of students and to teach them some lesson. Teachers are the one who are responsible for implementing the education system as well as the disciplinary action at school. Besides, schools which practice punishments when addressing students' discipline problems can decrease problems (Bennathan, 1992). The Ministry of Education has implemented some plans in the Education system in order to produce moral improvement for students and with the aim to decrease the disciplinary problem at schools so as to integrate social and emotion through *Pendidikan Moral* (Ching, Jiar, & Jaffri, 2015).

School disciplinary actions are related to academic performance (Iqbal, Hamdan, & Faisal, 2013). Basically, students who have been punished physically will develop negative attitudes in learning. It will affect their academic performance constantly. Research has shown that children who are beaten up by their teachers learn aggression (Flynn, 1994). They develop low-self-esteem and show objection and hesitation in learning activities (Flynn, 1994; Brezina, 1999; Straus, 2003). The students' attitude toward learning is apparently more connected or related to their academic performance whether good or bad in that particular subject (Mitchell, 1999).

Disciplinary action at schools can lead to negative and positive behavior of students. Some of the disciplinary actions practiced at schools may give unfavorable experiences to students that might change their behavior whether to become good or bad (Mansor, 2013). Disciplinary action can also increase aggression and have lower levels of moral internalization (Gershoff, 2017). Some disciplinary actions can influence a student's behavior. Indeed, students who are receiving physical punishment from their teachers may learn to use the same practice to deal with their environment (Graziano, 1994).

Besides, abusive school punishment can also give physical and mental trauma condition towards the students (Ahmad, 2014). Mental trauma means they will have anxiety towards

teachers and schools. They will feel schools are unsafe to go to and tend to avoid coming to schools. The students who are weak and have this kind of emotional problem tend to have depression which can lead to depression. Besides, disciplinary action at schools can also give emotional pain to students (Gershoff, 2017). This is because they feel humiliated after being punished in front of people. Besides, this punishment practice also can produce depression among the students (Gershoff, 2017). It was related to the mental health of the students when they received punishment or disciplinary action at schools.

RESEARCH METHODS

The research is conducted in the form of a quantitative method where there is a sample survey from the convenient sampling technique is used to distribute a questionnaire as the instrument of this research. The sample respondent is the students of diploma and degree program under the Faculty of Administrative Science & Policy Studies at MARA University of Technology in Kota Samarahan. The respondent's age was between 18 and 24 years. Therefore, they can be categorized as a youth. For the unit of analysis, the individual is being chosen as the level of aggregation of the data collected. The total population of diploma and degree students in this faculty are 842 students. Based on Krejcie and Morgan's table (1970), the sample size is 260 students. The data that was collected from this research were measured using Likert scale 1 until 5 where 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree. The process of data collection was being conducted face to face as the questionnaire are being distributed and collected directly from the respondent. The duration of the data collection process took three weeks to be completed. For this article, the data collected during conducting the research is being analysed through descriptive analysis and using Statistical Package for Social Science (SPSS) 64.0 for windows which involves the transformation of raw data into a form that can provide information.

RESULTS AND DISCUSSION

This section discussed the analysis and results of the statistical test of data gathered from the 260 responses. The data was analyze using descriptive analysis to explain the variables included in the population-based on the measurement scale by using Pearson's correlation, mean and chi-square test.

Demographic Profile

Table 1 shows the respondent's population according to gender. The result shows the overall total population of our respondent male and female. Based on gender, females are more contributed to the questionnaire which are 64.6% compared to males which is only 35.4%.

Table 1. Respondent's Gender

	Profile	Frequency	Percentage %
1	Gender		
	Male	92	35.4
	Female	168	64.6

Table 2 shows analysis according to age. These ages are categorized as a youth. In terms of age, most of our respondents are at the age of 21 to 24 years old (50.8%).

Table 2. Age

	Profile	Frequency	Percentage %
2	Age		
	15-20 years old	126	48.5
	21-24 years old	132	50.8
	25-28 years old	2	8

Table 3 shows the total respondent according to their current academic program undertaking whether diploma or degree. It shows that the respondent is mostly diploma students which are 54.6% and the rest 45.0% is degree students.

Table 3. Total Respondent According to Program

	Profile	Frequency	Percentage %
3	Program		
	Diploma	143	54.6
	Degree	117	45.0

Research objectives 1: To identify the perception of youth towards disciplinary action practice at schools.

Based on Table 4, there is a relationship between the age of the youth with the disciplinary action practice at school where the $r=0.023$ where $p<0.05$. Therefore, the different ages have a different perception of disciplinary action practice at school. Besides, the significant value of the age of youth and their perception toward disciplinary action practice at school is less than 0.05. Based on the table above, the significant value is 0.023 and it shows that there is a significant relationship between the age of youth and their perception toward disciplinary action practice at school.

Table 4. Perception of youth based on the correlation analysis between age

		Do you agree with disciplinary action implemented in school
Do you agree with disciplinary action implemented in school	Pearson Correlation	1
	Sig. (2-tailed)	260
	N	
Age	Pearson Correlation	0.141
	Sig. (2-tailed)	0.023
	N	260

Research Objective 2: To examine the effects of disciplinary action practice towards student at schools

Table 5 and Table 6 below shows the finding on second research objective. There are good and bad effects that we are trying to find out in doing this research. Most of the respondents are giving a neutral response to this section. The good effects of disciplinary action practice towards students at school lead to grade had improved which is the mean is the highest among all 3.92. Besides, the second-highest mean is never skipped class after being taken disciplinary action which is 3.85. Then the third rank of the mean is 3.83 which is on following teacher instructions and the fourth is never involved in vandalism and bullying after being taken disciplinary action. Lastly, 3.78 is the lowest which is on start come early to school and not smoking.

Table 5. Good Effect of Disciplinary Action Practice towards Students at Schools

Good Effect	N	Mean	Std. Deviation
Grade had improved	260	3.92	0.866
Never skipped class	260	3.85	0.910
Follow teacher's instruction	260	3.83	0.887
Never involved in van- dalism and bullying	260	3.80	1.126

Start come early to school	260	3.78	1.177
Not smoking	260	3.78	1.136

Meanwhile, response for the bad effects shows that most of the students are disagree The bad effect of disciplinary action practice towards a student that most of the respondent is disagree is a rebel and become aggressive as the mean is 2.08 which is the highest among the other effects. Most of the respondent respond to the bad effect of disciplinary action implemented towards student is a rebel or become aggressive. The second highest mean is on depression which is 2.06. Many respondents respond on to become depressed after becoming rebellious and aggressive. Next is 2.01 which is the mean for academic performance are affected. Lastly, the lowest mean is 1.97 which is on have less respect for the teacher and ignore instruction from the teacher. These two are having the same mean which is the lowest.

Table 6. Bad Effect of Disciplinary Action Practice towards Students at Schools

Bad effects	N	Mean	Std. Deviation
Rebel or become aggressive	260	2.08	1.094
Depression	260	2.06	1.096
Academic performance affected	260	2.01	1.076
Less respect to teacher	260	1.97	1.037
Ignore any instruction from the teacher	260	1.97	0.980

Research objective 3: To compare gender and their acceptance toward disciplinary action in schools.

Based on Table 7 below, $r=0.368$ where $p > 0.05$. Therefore, there is no difference in the acceptance for disciplinary action implemented in school. Both male and female are agreed with the disciplinary action practice in school.

Table 7. The comparison between gender and their acceptance towards disciplinary action in schools.

	Chi-Square test		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.998	2	0.368
Likelihood Ratio	2.247	2	0.325
Linear-by-Linear Association	1.325	1	0.250
N of Valid Cases	260		

The findings in this study can be interpreted in a way that the diploma and degree student have different perceptions of disciplinary action implemented in school. Most of the female students participated actively in our research due to the higher number of females in the Faculty of Administrative Science and Policy Studies compared to the male students. Thus, the differences between the ages of students also directly influenced their perceptions of disciplinary action implemented in school. Therefore, different gender has different effect on disciplinary action implemented in school.

The disciplinary problem in schools is the main concern for the government, educators, parents, and society in Malaysia. Therefore, this study was conducted in order to identify the perceptions of youth towards disciplinary action practiced at schools. Based on the study, the results showed that most of the respondents who are the youth agreed with the implementation of disciplinary action. Some respondents provided their opinions regarding these disciplinary actions in the open-ended question section. Besides, the age of youth and the perceptions were having a relationship as the perceptions were depending on the age of the person to agree or not agree with the disciplinary action practice at schools. The age of

the youth in this research provided no difference in the research findings. Regardless of their age, most of them still agree with the disciplinary action implemented at schools. There were least respondents responded on the irrelevancy of the disciplinary action practice at schools. Hence, the perceptions of youth towards disciplinary action practice at schools were good and some of them were giving their opinions to make the disciplinary action more applicable to be implemented in schools despite their age. Apparently, this was the first objective of the research to know the relationship between age and perceptions.

The study found that there were good perceptions of disciplinary action practiced in school. Respondents opined towards disciplinary action implemented in school and most of them think that they have good effect after being taken disciplinary action in school. They also agreed that this disciplinary action should be practiced in school because it can help the teachers to control the behavior of the students. Not only that, but it can also help parents to guide their children to become more disciplined. However, based on the literature review, most of the parents in this era have the perception that the implementation in school can give harm and hurt their children. This mindset has to lead them to have a negative perception of disciplinary action practiced in school. Meanwhile, from the finding on the youth perception, they are giving positive perception toward disciplinary action implemented in school.

Besides, the study conducted was to examine the effect of disciplinary action practiced among students at school. The result showed good effect and bad effect of the disciplinary action that was practiced by the school. According to the findings of this study, the highest mean in the good effect of disciplinary action showing that students' grade had improved after being taken disciplinary action. Based on the literature review, school disciplinary action was related to academic performance (Iqbal, Hamdan & Faisal, 2013). Hence, it was proven that academic performance was related to disciplinary action as the student's grade had improved after being taken disciplinary school. The lowest mean was on students who come early to school and not smoking. This showed that these two good effects did not give any output towards student after being taken disciplinary action in school. Meanwhile, the highest mean for the bad effect of disciplinary action led to being rebellious and more aggressive. Disciplinary action can increase aggression and have a lower level of moral internalization (Gershoff, 2017). Indeed, students who received physical punishment from their teachers may learn to use the same practices to deal with their environment (Graziano, 1994). It showed that the students tend to have a bad effect after being taken disciplinary action in school and did learn from their mistakes where they still involve in discipline problem. Hence, the study conducted showed that disciplinary action practiced in school can give a good and effect on the students.

Apart from that, the study also compared gender and their acceptance toward disciplinary action in school. The result showed that students tend to access aggressive solutions. If they did not agree with the disciplinary action practiced at school, their behavior will change where they tend to protest and still involve in discipline problems. Therefore, according to findings, both males and females agreed with disciplinary action practiced at school. They agreed that disciplinary action should be practiced in school as it can make them become disciplined and control their behavior. Based on the literature review, disciplinary action can make the students realized their fault. They are matured into adults without feeling the pain and feel bad about the punishment that they received.

Lastly, based on this study most of the respondents provided their opinions that disciplinary action should be practiced more strictly as some of the students nowadays hardly learned from their mistakes. Besides, they also recommended the school to use voluntary work and social work as part of disciplinary action. Moreover, the school can also give

counseling sessions to those students that have discipline problems instead of punishing them.

CONCLUSION

Apparently, the overall study was carried based on the three objectives. The first was to identify the perceptions of youth towards disciplinary action practice at schools. The second was to examine the effects of disciplinary action practice towards students at schools and the third was to compare gender and their acceptance towards disciplinary action in school. All these objectives were essentials and the main reason for the study to be conducted.

Besides, this study also has proven disciplinary action should be implemented and practice at schools. This can be concluded that most respondents agreed with the disciplinary action at schools. Furthermore, there were proven disciplinary actions implemented in schools that led to some effects on students. This was when the academic performance of the student has improved when becoming more focus on studies rather than getting involved in discipline problems at school.

Furthermore, this research indirectly change the perceptions of the parents towards disciplinary action implemented in school. This was due to negative perceptions from the parents in Malaysia towards disciplinary action implemented in school. However, the youth who have experienced as a school's student have a good perception of disciplinary action implemented in school. They believed that this action can help them to become more disciplined in school and help them to control their behavior. Therefore, parents should know the disciplinary action that was implemented in schools can give good effects for their children instead of thinking about the bad effects only.

REFERENCES

- Ahmad, I. (2014). Effects of Self-Efficacy on the Relationship between Corporal Punishment and School Dropout. *Review of European Studies*, Vol.6, No. 1.
- Anwar, N. I. (2017). *Pelan Tindakan Kementerian Pendidikan Malaysia Terhadap Pelajar Bermasalah di Parlimen Lembah Pantai*. Penyata Rasmi Parlimen.
- Bennathan, M. (1992). The care and education of troubled children. *Therapeutic Care and Education*, 1(1).
- Birmingham, U. O. (2002, September 2). *Corporal Punishment: Children in a Changing Society*. Retrieved from Department of Education: <http://www.uab.edu/educ/corp.htm>
- Blum, R. W., & Libbey, H. P. (2004). School Connectedness- Strengthening Health and Education outcome for Teenagers. *Journal of School Health*, 74, 229-299.
- Brezina, T. (1999). Teenage violence towards parents as and adaptation to family. *Youth and Society*, 30, 416-444.
- Ching, L. M., Jiar, Y. K., & Jaffri, H. (2015). Developing Discipline among Students through Social-Emotional Learning: A New Model to Prevent and Reduce Behavior Problems. *Journal of Education and Vocational Research Vol. 6, No. 2*, pp. 80-90, (ISSN 2221-2590).
- Flynn, C. P. (1994). Regional Differences in Attitudes toward Corporal Punishment. *Journal of Marriage and Family*, 330-344.
- Gershoff, E. T. (2017). School Corporal Punishment in Global Perspective: prevalence, outcomes, and efforts at intervention. *Psychology, Health & Medicine*, Vol 22.
- Graziano, A. (1994). Why We Should Study Sub-abusive Violence Against Children. *Journal of Interpersonal Violence*, 9.
- Hashim, R., & Min, R. M. (2018). Pelajar melanggar disiplin sekolah: Kaitan interaksi keluarga terhadap konsep sendiri. *Jurnal Kemanusiaan Bil.18*, ISSN: 1675-1930.

- Iqbal, A., Hamdan, S., & Faisal, K. (2013). *Effect of Corporal Punishment on Students' Motivation and Classroom Learning; Review of European Studies*. Malaysia: Canadian Center of Science and Education.
- Jabatan Pelajaran Negeri Terengganu. (2007). *Laporan Salah laku Pelajar-pelajar Sekolah Menengah dan Rendah Negeri Terengganu 2006*. Terengganu: Unit Hal Ehwal Murid.
- Khalim, Z. (2007). The Implementation of the Penalty System Program for Vandalism. *The International Journal of Learning, Volume 14*.
- Krejcie, R.V & Morgan, D.W. (1970). Determining sample size for research. *Educational and Psychological Measurement, 30*, 607-610.
- Mansor, A. N. (2013). Managing Learners' Behaviors in Classroom Through Negative Reinforcement Approaches. *Asian Social Science, Vol.9*, No 16.
- Mitchell, T. (1999). Changing student attitudes toward Mathematics. *Primary Educator, 5* (4), 4-11.
- Nor Muhamad, N. H., & Rashid, Z. A. (2017). Peraturan dan Undang-Undang Kawalan Disiplin Murid di Malaysia. *Malaysian Online Journal of Education Vol. 1, No. 1 (2017)*, 1-11.
- Othman, M. I. (2008). *Undang-undang untuk Pengetua dan Guru Besar*. Kuala Lumpur: PTS Professional Publishing Sdn Bhd.
- Panda, K. C. (1993). *Elements of Child Development Fourth Edition*. _: Kalyani Publisher.
- Sheldon, S. B. (2002). Improving Student Behavior and School Discipline with Family and Community Involvement. *Education and Urban Society, 4-26*.
- Straus, M. A. (2003). *The Primordial Violence: Corporal Punishment by Parents, Cognitive Development, and other crime*. Walnut Creek CA: AltaMira Press.
- Tie, H. F. (2014). *The Law regulating student discipline in Malaysia*. In C.J. Russo, I.J.O. Oosthuizen & C.C. Wolhuter (eds.), *International perspectives on student behaviour: what we can learn*. New York: Littlefield and Rowman.
- Yahaya, M. (2003). *Masalah Disiplin: Kajian Kes Pelajar Sekolah Menengah Luar Bandar*. Serdang: UPM.
- Yahaya, A., Ramli, J., & Hashim, S. (2009). Discipline Problems among Secondary School Students in Johor Bahru, Malaysia. *European Journal of Social Sciences – Volume 11, Number 4*, pg 659-675.
- Zainal, K., & Salleh, N. M. (2007). The implementation of the Penalty System Progra for Vandalism in School: A Case Study. *The International Journal of Learning, Volume 14, Number 9*, 1447-9494.
- Zainal, K., Tarmizi, R. A., Kasa, Z., & Ahmad Ibrahim, M. A. (2007). Program Sistem Penalti: Kaedah Alternatif Bagi Pengurusan Disiplin Pelajar. *Jurnal Pendidikan 32*, 61-76.