



The Adolescent Life Satisfaction and Committing to Antisocial Behavior

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ABSTRACT

Concern has grown regarding the behavior among adolescent on society with the level of their life satisfaction. Ecological theory predicts that family, friend, environment, school and self concept may influence the behavior of adolescent on their stage of human development. The current paper explored the impact of life satisfaction towards the level of committing to antisocial behavior among 126 males and 266 female preschool adolescent ($N = 400$) in Miri, Sarawak. Result indicates that the effects on adolescent life satisfaction with family have negatively associated with the committing to antisocial behavior meanwhile the adolescent life satisfaction on environment didn't affect the adolescent committing to antisocial behavior.

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Introduction

Nowadays, during the phenomenon of modernization, the issue of adolescent misbehavior is seen to be at a 'dangerous' condition. The most common problems associated with adolescent misbehavior is deviant behavior, delinquent, suicide, vandalism, black metal, depression, stress, etc. (Shahizan & Chian, 2003). This kind of attitude is based on externalizing and internalizing problem related to behavior development of adolescent that maybe harm other people (Lue, Wu & Yen, 2009). Erik Erikson state that this stages of human development, adolescent seem having a dual identity with may have an emotional mood swings that correlate with their environment. Therefore, the antisocial is an act in violation of something that is prohibited from self-inflicted habit or in groups by adolescents (Gottfredson, 2001) which may concern on this study. The antisocial behavior seems much related to the adolescent environment. The life satisfaction surround adolescent such as how they parents of family environment treat them wisely or vice versa or perhaps their school policies and rules make them dissatisfied with their life. This is because they are feel worried, depressed and discontented with their lives made them potentially guilty of misconduct in schools or at home (Norberg, Diefenbach, and Tolin, 2008). During adolescent development, life satisfaction is a positive incentive (Park, 2004) that adolescents who expected to have a high life satisfaction, will having a lower problems such as stress (stressful) and anti-social behavior compared to adolescent who have lower life satisfaction (Suldo and Huebner, 2004). This shows the importance of life satisfaction of adolescent psychological development, especially for the behavior development.

The life satisfaction and antisocial behavior

In the multidimensional model of life satisfaction (Huebner, 1994), showing individual life satisfaction is important, especially those involving the individual and the environment of family, friends, school, environment and self. Social development during adolescent was depending on the level of adolescent self-satisfaction with their environment. Based on previous research, the family is the most important aspect in understanding the adolescent life satisfaction. On the other hand, this study shows that the relationship between parents and children in particular is consistently strong predictive factor in

supporting the adolescent life satisfaction (Leung and Zhang, 2000; Shek, 1998, 1999; Candice, Cathrine and Fernandez, 2004). The satisfaction with school is also related to the psychological well-being of adolescent especially in issue of committing to antisocial behavior. Factors including the role of teachers, the enforcement of school rules, fun in school and counseling system influence the level of adolescent life satisfaction in school (Rozumah et al., 2005).

Most study proves that the level of life satisfaction in the school encourages them to do activities that involve misconduct and antisocial behavior tendencies. In some cases, when adolescent start to take a small participation in organized some activities in school, the influence of participant may be affecting their well-being. Some studies states that adolescent participant to some activities will shows lower depress and also anxiety even the antisocial behavior (Larson et al. 2002; Rhodes & Spencer 2005). Several studies on the curriculum provided in schools shows that, the involvement of teenager in school activities show that they began to find their own personality through their observations and put themselves while doing any activity in schools (Feldman and Matjasko, 2005; Valentine, Cooper, Bettencourt, and DuBois, 2002) It is proven that they began to find fulfillment in their personal lives which is try to satisfies them self through their involvement in school activities.

A satisfied relationship with peers seems important issues related to adolescent well-being. Adolescents would become a more aggressive and antisocial when a person is not accepted by peers. This may affect to the adolescent self-determination negatively. In addition, pro-social attitudes inculcated among them which is concern to having a behavior problem.

The satisfaction with their life will decrease and encourage to committing anti-social (Twenge, Baumeister, Tice, and Stucke, 2001). Meanwhile, some other studies militate different result which is most predictor of antisocial behavior may influence by some peers of group. In other hand, a teenager will start looking for a new peer group when rejection occurs in other peers. This happens when you start relating to other peers when their desire for behavior is not met before (Deshion et Al., 1991). Some study view that the tendency to have an antisocial when adolescent start to doing more aggressive behavior such as

dealing with drugs with their peers. Some result correlate the anti-social behavior and relationships with partners who are closely related to the existence of a direct measure of teenage drug used. (Gavin, Shoa, Gudonis, Giancola, and Tarter, 2007).

Method

Participants

Four hundred Malaysian preschool adolescent was conducted to become a respondent as a part of the study. This sample consist Form 2 and Form 4 student which four schools in Miri, Sarawak was selected to become a location of the study. Four of the school was randomly selected using a cluster random sampling method based on 19 schools that listed at Miri, Sarawak. In current study, 126 male and 266 female preschool students with age (12 and 16 years old) are classified as a respondent on this study.

Procedure

Life satisfaction on family, school, friends, environment and self concept with antisocial behavior were assessed with self-administrative questionnaire to the respondent. This study has received permission by Ministry of Education, Malaysia to conduct the studies on school that have been selected. Based on previous statement, four schools which already listed with another 19 schools in Miri were randomly selected. For each school, only form 2 and 4 student will allowed to take a participant on this study. For each form, the selection of the respondent continue which each form will selected based on two categorize, which is high performance class (e.g. class A to class E) and low performance class (e.g. class E to class K). By this class, each class was randomly selected. On this study, the high performance class was randomly selected into class A and C (form 2) and class B and C (form 4) and for low class performance, class A and E (form 2) and class A and B (form 4) was selected. All students on class qualified to become respondent. Each student will give a self-administrative questionnaire to answer. The purpose of this categorizes to overlook at the differences between high and low performance student which may provide a different level of result on antisocial behavior.

Measure

Antisocial behavior. The tendency of adolescent antisocial behavior was measured using an instrument of Antisocial Behavior (Rozumah et. Al, 2005). This instrument contains 33 items (modified with added 2 more items) that state a several types of negative behavior that may potentially be done by students. One type of behavior suggests something related activity may be a tendency of having an antisocial behavior. This instrument have four Likert type scale which '1 = never' to '4 = always'. The likert scale of this instrument is used to measure the frequency of a person's on doing such an activity that listed as a negative behavior or antisocial behavior. The total score which is high scores describe any behavior problems is high that also conclude the respondent may having an antisocial behavior. Example of the questions is "Using a car or motorcycle without authorization", "Remove objects such as rocks or bottles at people other", "Run away from home and" and "Damaging and destroying other people's things". Analysis was based on a major antisocial score computed as the average of the scores ($\alpha = .89$).

Adolescent life satisfaction. In this study, the adolescent life satisfaction was measured using Multidimensional Students' Life Satisfaction Scale (MSLSS) (Scott Huebner, 1994). The MSLSS consist 40 items that asking about how agree or disagree the respondent with assess the level of individual life satisfaction either children or adolescents with their 1) parents, 2) peers, 3) school, 4) environment and 5) self determination. This

questionnaire are conducted using 6 likert type scale '1 = strongly disagree' and '6 = strongly agree'. The domain and total scores are made comparable by summing the item responses and dividing by the number of domain (or total) items. Analysis total overall of score computed as the average of the score ($\alpha = .90$). An example of the question is "My family is better than most", "I have a bad time with my friends" and "I enjoy school activities".

Result

Descriptive statistic and correlation

The current studies examine the effect of life satisfaction and antisocial behavior where 400 pre-school involved on this study which consist form 2 and form 4 students. Table 1 (see appendix) shows that among 400 student, 266 (66.5%) are female and 134 (33.5%) are male respectively. Besides, family income showed 238 (61.7%) of $n = 387$ earning below RM2000, 70 (18.2%) of income in the range of RM2001 - RM4000 and 78 (20.2%) of income above RM4001. Average family income is RM2316 (sd = RM2137) with maximum value for income is RM12000 and minimum is RM250. Monthly income for respondent's mother was recorded only 107 is working while the rest is a housewife meanwhile and father income is only 375 who have a career. For income detail, 58 (54.7%) mother and 230 (61.3%) father have an income below RM1500, 20 (18.8%) mother and 51 (13.3%) father who have income in the range of RM1501 - RM2500, while only 94 (25.4) mother and the 28 (26.5) father earning more than RM2501. The average of the income for the respondent's mother is RM1729.06 (sd = RM1233.92), while the respondent's father is RM1916.23 (sd = RM1703.10). To determine whether there were significant of study variables, we conducted independent samples t tests for equality of means on respondent age and gender meanwhile, for independent variable and subscale, the Pearson correlation analysis was conducted.

Table 2 shows that adolescent at the age of 14 year's old reported higher level of antisocial behavior rather than adolescent at the age of 16 year's old. There are significant differences between age of 14 and 16 on the level of antisocial behavior ($t=2.473$). Correlation analyses of all study variables, presented in Table 3, show that the relationships between total and subscale of life satisfaction is significant with negative relationship except the life satisfaction on self. The overall life satisfaction significant at $p>.05$ with ($r = -.10$) meanwhile for subscale on life satisfaction (family, peers, school & environment), all of them significant at level $p>.001$ which is family ($r = -.27$), peers ($r = -.13$), school ($r = -.23$) and environment ($-.11$). This result indicates that adolescent with lower life satisfaction in their life either with family, peers; school and environment will have a tendency on higher antisocial behavior.

Predictor of antisocial behavior

In the current study, analysis of multiple regressions with enter method have been used to measure the predictor variable which carried out the most uniquely factor that contribute to the antisocial behavior. The result on Table 3 equation revealed that $R^2 = 0.115$ which invariably indicated that only 11.5% of the variance.

Based on the result above, three factors that predict antisocial behavior are respondent's age ($\beta = -0.117$, $p = 0.020$), family life satisfaction ($\beta = -0.0203$, $p = 0.001$) and school life satisfaction ($\beta = -0.135$, $p = 0.028$). This means that young age, satisfaction with family life and school can influence the level of a minor tendency for antisocial behavior.

Table 1. T-test analysis for age towards antisocial behavior

Variable	Antisocial behavior		
	Mean	t	p
Respondent age		2.473**	0.014
0=14 years old	42.12		
1=16 years old	40.50		

Table 2. Bivariate correlations among subscales and dependent and independent variables

		1	2	3	4	5	6	7	8
1	Family income	-							
2	Satisfaction (Overall)	-.18**	-						
3	Satisfaction (Family)	-.18**	.72**	-					
4	Satisfaction (Peers)	.03	.43**	.46**	-				
5	Satisfaction (School)	-.15**	.33**	.49**	.41**	-			
6	Satisfaction (Env.)	.01	.21**	.44**	.41**	.45**	-		
7	Satisfaction (Self)	-.03	.74**	.50**	.38**	.26**	.20**	-	
8	Antisocial behavior	-.13**	-.10*	-.27**	-.13**	-.23**	-.11*	-.02	-

Table 3. Regression analysis towards antisocial behavior

Variable	Tendencies of Antisocial Behavior		
	B	SE	β _k
Personal background			
Respondent's age	-1.528	0.654	-0.117*
Life satisfaction dimension			
Family	-0.221	0.067	-0.203**
School	-0.120	0.054	-0.135*
<i>R</i> ² = 0.115			
<i>F</i> = 5.836***			
<i>Df</i> = 358, 8			

Several previous studies to make a decision where there are several factors that lead to the existence of anti-social. Among other factors are gender, race, socioeconomic status and academic achievement indicates a correlation of these factors on the tendency of youth behaviors (Graham and Juvonen, 2002; Hanish and Guerra, 2000; Schreck, Miller, and Gibson, 2003).

Discussion

In this study, we have examined the influence of age, family income and adolescent life satisfaction towards tendency for committing to antisocial behavior among secondary school adolescents. This result is based on school going adolescent at the age of 14 and 16. The major finding of this study and their implication are review below.

Age and family income towards antisocial behavior

Personal factor is an element in character building and values in adolescent. This can be seen from the aspect of teenager itself. Adolescence is said to be significant in the study where they started looking for what they want. At this young age, young people motivated to desire something simple. Therefore, it is possible a simple teenage tendency encouraged by anti-social behavior. Meanwhile, results on this study agree that age is the one factor that related to the adolescent behavior which is antisocial behavior. The tendency of antisocial behavior among adolescents can be identified based on age. Ages 13-18 are easily tempted adolescence and the environment. Teenagers in this age theoretic psychoanalyses (Sigmun Freud), assert their natural desire 'fun' in her life and try to avoid any bitterness. Therefore, it is possible that adolescent tendency to start the negative act and aggressively such as bully, drugs and open sex. Family factor is also the main factor which is often associated with changes in the development of an individual from birth up to adulthood. According to this study family income is related to the tendency of anti-social behavior. It is possible that

adolescent has the tendency of high anti-social behavior when affected by this system. This this support by the finding in this study that indicate family system that poor tend to have high antisocial system among their teenager.

Life satisfaction and antisocial behavior

Life satisfaction the factor influences the behavior of these adolescents. Life satisfaction is a form of assessment to the individual's own life. Multiple regression analysis results show that there are three variables that predicted a factor unique to the antisocial behavior among students, which are adolescent age, family life satisfaction and schools life satisfaction. Total variance in the results of this analysis is 11.5% with *F* = 5836 set the dependent variables as predictors. This shows that young age, level of satisfaction with their family and school to be a unique factor in predicting the tendency of adolescent antisocial behavior in this study. This result shows that antisocial behaviors were influenced by its relationship with the school. While in school, pressure from several parties, including the school system can affect academic focus in life satisfaction that there is no youth in the school. Students with disabilities exist and eventually lead to students taking the easy way out of this problem by engaging in activities that are less healthy. Antisocial culture, such as skipping school culture, foot beat, expeller-blackmail, against teachers, vandalism, smoking, gang culture, obscenity or even verbal acts, indecent behavior, sexual harassment, sexual relationships, drug abuse and rape are often prevalent in schools today because of young school considers itself a boring place. This proves that the role of schools is very important in this change. Besides that, individual or adolescent development in terms of morality, values and ethics in their norms of development is greatly influenced by parents and the family itself. For example, family conflict will create a gap between young people with other family members, especially

parents. This will cause an adolescent will feel satisfied with their family life. This is because the family is a major social agents and effective in influencing youth behaviors. Family may also influence the tendency of youth antisocial behavior as rebellion, theft, sex and so on.

Limitation of the study

During this studies, there are several limitations on this study was determined that become a problem throughout the study done. Among these factors are firstly this study was limited to 400 students randomly selected school group or cluster of four schools. It was focus on normal population instead of the adolescent who really have the antisocial behavior. Secondly, data acquisition is also said to be limited to 2 and 4 students without regard for the students of other levels that may be experiencing the same and may have different levels of anti-social. Third, measurement of other factors, namely factors that may be the leading cause of generation of antisocial behavior problems in school teenagers internal problems such as how competitive action, and the level of stress and also in other context, such as micro and macro systems student system is quite complex to be studied. However, these factors are not in this study and lastly honesty of the respondents in answering any questions in the questionnaire form an obstacle to obtaining good results and this happens to some respondents.

Recommendation for future research

Diversify the respondents (grades and ages). Various problems and limitations in this study and this can be overcome with some suggestions which could be implemented. Among them is the increasing number of sample respondents. This is because this number is less adequate in describing the phenomenon of the tendency of actual anti-social behavior in the population. Although in reality, the more respondents, the more valuable a study, this proposal is said to help get the quality of a study. In addition, this proposal can help in a study, especially to avoid loss of information, honesty of the respondents in answering questions and so forth. More and more respondents are, the lower the risk of damage information.

Highlight other factors. In addition, the proposed future research may highlight other factors such as religiosity, well-being and others in influencing the tendency of anti-social behavior. Although this study will lead to life satisfaction, but the proposal to increase the variable in the study will help researchers get a lot of information in a study. It also can be useful to other researchers for this study is less studied in the context of different cultures.

Comparison of location

Another proposal focuses on the area of a population. In future research, the recommendations focus on rural and urban areas in obtaining the difference and comparison of the area. For example, in rural areas and cities in Sarawak, both this area is

said to differ from many aspects, but this study can be used in comparison. In addition, the possibility of other factors derived in this study.

Conclusion

Research about antisocial behavior recently and past reveal that this kind of behavior is related and influence by adolescent environment itself. Adolescent risk behavior was influenced by friends especially. This bad influence, among others, encourages teens to do things that are not helpful as loitering, smoking and taking drugs. School that are not systematic and have teaching and learning system that causes teens to become bored easily which will lead to such behavior. This includes the number and quality of the relationships between adolescents and adults such as teachers (Kuperminc, Leadbeater, and Blatt, 2001) and less to feel safe while at school (Freiberg, 1998) among adolescents because of low levels of life satisfaction. Responsibility for identifying, planning and implementing all programs and activities relating to preventive education action in social problems is the responsibility of the Ministry of Education. In achieving the above goals of all parties should give commitment, cooperation and strive to implement the various approaches. Between the approaches is that all teachers must have knowledge of the ins and outs and the root causes of social problems. Among the programs that can be implemented as IP Program Spiritual Care (smart), leadership camps, training of trainers (TOT) program for the PTA and teachers and others can help reduce this problem. Other elements, namely the family, self and environment also influence the development of adolescent behavior. A number of studies focused on the family's role as an important element in adolescent risk behavior. Between the effects of family role on risk behaviors that are classified as antisocial as friends with peers who are at risk problems (Dishion et al., 1991, Oxford et al., 2001), easy to digress into a negative behavior (Stouthamer-Loeber, 1984 , Dishion and Andrews, 1995) and increased risk of sexual behavior (Miller et al., 2001). All of this is influenced by the role of the individual family. Parents should also know the gesture of their children so that they know the problems faced by their children. This can lead to adolescent satisfaction with their parents. In addition parents should act as role models so that they feel more concerned about themselves because of their individual support. Therefore, parents should be alert to the development of their children from time to time.

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