



Bullying behaviour among students in religious high school

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ABSTRACT

The purpose of this study is to identify the level, the type, and the factors of bullying amongst religious secondary school's students. This study also attempts to identify bullying intervention programs at religious secondary school. 400 students in four states, Kelantan, Terengganu, Malacca and Johore have been chosen as the respondents. The instrument of this study is questionnaire form. Method used in this study is surveying method. The sampling has been done using the cluster on cluster random sampling method. The reliability of the instrument is 0.8234. The data was analyzed using Statistical Package for Social Science. (SPSS) for Windows. Descriptive statistic, mean and frequency is used to analyze the level of bullying. The inference statistic, t-test and Pearson correlation are used to test the hypothesis. Results showed that the level of bullying among religious secondary school's students were in medium level. The results also showed that there were significant relation between the bullying behavior and gender there was no significant relation between the type of bullying and gender. Furthermore, there were no significant relation between intervention programs and bullying behavior. The most dominant bullying factor was family factor.

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Introduction

In a modern world the school today consists of various types of students who come from various backgrounds, including groups of students who live in poverty, students who have very young parents, and also from families which have various educational backgrounds. Unfortunately, it is very saddening when the power to oversee and educate students is more limited. Supervision and control of the parents over the students have also weakened and the students have less respect for the leaning institutions and schools. As a result, the institution is burdened with various problems including students who are involved with gangsters, holding weapons, drug addiction, free sex, rape, murders and bullying. Such problems will not only taint the name of good educational institutions but need to be immediately taken care.

Lately, the issue bully has received attention from many parties. The experts in the field of education and psychology from around the world have done elaborate and extend studies on this issue. Generally bullying always happens in school, but the study on this widely carried out in the 20th century. Study on the bullying has widely done by Olweus (1978) in Scandinavia which have then spread all over the world. For example, bullying has been identified as a very big problem in the United States (Dodge et al, 1990), Australia (Rigby & Slee, 1991), Japan (Hirano, 1992) and Britain (Whitney & Smith, 1993).

Bullying is a painful and inhuman treatment which is done by individuals or groups who are stronger to the weaker classes. It is not the same as fighting between the two parties which are equally strong, Bullying is usually repeated and is considered to be fun full, and some form of entertainment for the bully without

thinking about causes and consequences. Some opinions stated that bully is a normal behavior and dangerous and it will cause problem and serious effects for the victims.

According to Ross (1998), two forms of bullying, one is being direct bullying and another is indirect bullying. Bullying apply directly attacks that usually involve physical. Use of words is the second form of bullying. Olweus (1991), states that the bullying between boys and girls are different. Male students are more abusive and violent, and do a physical bullying. On the other hand female students bully others by spreading gossip, rumor and manipulating friends.

School is where the most important place where the learning process takes place, the students are taught to be brilliant and balanced in all areas. This study wants to examine type of treatment and factors that causes bullying to happen in religious secondary schools which lately has tarnished the reputation of schools as centers of knowledge and which has been the identity of the nation. Prevention and intervention programs are essential to overcome the bullying problems. (Greenbaum, Turner, and Stephens, 1989; Wilson, 1992). Accordingly, the investigators also want to examine the extent to which program interventions prevention are carried out in religious schools.

Method

This study is in review form. In this study, investigators research the distinction between types of treatment and occurrence of bullying among male and female students. Investigators also examine the relationship between bullying and the intervention treatment programs. Study sample comprised of

form 4 students in four states in Malaysia namely Kelantan, Terengganu, Malacca and Johor. Instruments for the study are a set of questionnaire from previous studies. The items concerning the critical factors that cause bullying was built by the researchers. A pilot study was carried out to determine validity and innards consistently of the questionnaire. The over all validity is 0.8234.

Result

Analysis of the findings was performed by placing the low, moderate and high category on each objective of the study. Min to the respondents' answers is categorized as the following scale:

Category	Scale
1(Low)	1.00 – 2.33
2(Moderate)	2.34 – 3.67
3(High)	3.68 – 5.00

Analysis about level of bullying

Table 1 shows the frequency of bullying obtained from each respondent. Results of the study have found that majority of respondents that is 236 people (59.0 percent) are involved in moderate bullying whereas 132 (33.0 percent) students are at a low stage. 32 people (8.0 percent) students are in the high level.

Analysis of the dominant factors that causes bullying

Analysis of factors that cause bullying is done with the three aspects that affect the bullying. Those are academic aspects of the respondents, and the family and financial status of the respondents. Each type of aspects that are analyzed are categorized as the low-stage, simple and high.

a. Analysis academic aspect as the dominant factor that cause bullying

Table 2 shows the respondents sowing according to the academic aspects of each respondent. Results of the study respondents have found majority of respondents are of the moderate stage are 281 people (70.2 percent). Whereas 75 people (18.8 percent) students are at the low level bullying. The respondents in the high level are high 44 persons (11.0 percent).

Table 3 shows the distribution of respondents based on family aspect. Results of the study found that majority respondents are in the low level in terms of the aspects of the family 327 people (81.8 percent). Whereas 56 people (14.0 percent) are in the moderate level of bullying. The respondents based on family aspect are in the high level are 17 people (4.2 percent).

Table 4 shows the respondents distribution based on their financial status of each respondent. Results of the study have found that majority of the respondents are from the moderate level that is around 218 people (54.5 percent). Where as 131 people (32.75 percent) students are in high level and 51 people (12.75 percent) are in the low category.

Analysis on Dominant type of Bullying

Analysis of the type of bullying was conducted to see the two aspects which are verbal and physical aspects. Each type of aspects are analyzed and categorized as the low, moderate and high level.

Table 5 shows, distribution of bullying respondents based on verbal aspect from each of the individual respondents. Results of the study have found that majority bullies are in moderate level 196 people (49.0 percent). Whereas 124 people (31.0 percent) pupils face a low level of bullying 80 people (20.0 percent) face high level of bullying..

Table 6: Distribution of respondents based on physical aspect from each of the individual respondents Results of the

study found that majority of respondents are in the low level 227 people (56.8 percent). Where as 156 people (39.0 percent) students at moderate level. The respondents at the high level are 17 people (4.2 percent).

Table 7 shows analytical distinction between the type of bullying among male and female students. To find the difference, significant level $\alpha = 5$ percent or 0:05 were selected. All the recorded value of p are greater than the value $\alpha = 0.05$. The obtained value of p is as shown in table 7. Nol Hypothesis shows that there is no significant distinction between the type of t bullying among male and female students are accepted. This shows that there is a significant distinction that existed between these two types bullying among male and female students.

Table 7 shows analytical distinction between the bullying among male and female students. To search for difference and face significant $\alpha = 5$ percent or 0:05 were selected. P value that is recorded p = 0:03 which is smaller than the value of $\alpha = 0.05$. Hypothetical zero that there is no significant distinction between bullying among male and female students are rejected. This shows that there is a significant distinction that existed between the bullying among male and female students.

Table 8 shows the relationship between intervention program and bullying. To explore these relationships, significant level $\alpha = 5$ percent or 0:05 was selected. Value of the correlation is $r = 0.026$. This shows that the money has very weak relationship between the intervention programs and bullying. P value of 0.598 being recorded is greater than the value $\alpha = 0.05$. Nol hypothesis that states there is no significant relationship between the intervention program and bullying is accepted. This shows that there is no significant relationship existing between the intervention programs with the act of bullying.

Discussions

Based on the obtained results of the study, it can be concluded that bullying level in religious schools are on the moderate level. Students are called with names are the common type of bullying most frequently seen in the religious schools. This is followed by a group of students being teased and ridiculed by other students, a student offend other students and students attacked out of anger (Azizi et.al, 2009b). Findings of study also found that there is a significant distinction between act of bullying among male and female students. This is because male students are more likely to act violent and get involved in fight (Azizi et.al, (2009d).

On the whole, the dominant factor that causes bullying is the finance factor which has the highest mean and is in the moderate level. This is followed by a factor of academic and family factors. Attitude is the best agent to prevent them from involving in bullying. Most of the respondents involved are from rural areas (Azizi et.al, 2010). This factor contributes to the lower financial status where most parents of respondents have low income.

The dominant kind of bullying that frequently happen is the verbal bullying which in the moderate level followed by the physical bullying which is in the low level.. According to the students from the four religious schools, verbal bullying using names and abuse words are the most frequent bullying. Verbal bullying happens more frequently than physical bullying that ends in fights and injuries (Azizi et.al, 2019a). Verbal bullying is more common among female students compare to male students.

Hypothesis shows that there is no significant difference between verbal bullying and physical bullying among male and female students.

According to the respondents a, majority of them agree that school rules is a program act as intervention action and the most schools use this method for preventing and dealing with bullying in school. School disciplinary Board is another program that impressively used to prevent and handle problems in school regarding bullying. This is followed by counseling program provide help and guidance to the students.

Schools take action by suspending and expelling students from schools if they are proven guilty.

Conclusion

Parents play an important role in influencing the children. Schools with the cooperation of parents through PTA should organize more activities that involve students and parents. Motivation programs could be held for students and their parents to make them realize their importance. In addition, parents should be included in all the intervention programs so that they can monitor the behavior of children in the home. The parents also should be informed about their children's behavior in school.

The Education Ministry is also expected to establish a model program a specifically for preventing and dealing with bullying in schools. Then this model can be a reference and guide to every school across the country and can serve as the basis of the formation of bullying prevention channeled through the school curriculum. This model is also expected to serve as the general guide lines to all schools about bullying and how the school can handle the problem in schools.

The involvement of teachers is important to identify the cause of verbal bullying. Monitoring may be done by teachers in the classroom by observing how students communicate. The Education Ministry could form and establish programs and training to teachers on how to identify the problem and deal with bullying among school students. This can help the teachers to identify the early signs of bullying problems so that proper action could be taken to prevent and help students who experience problems that involve bullying.

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Table 1: Level of bullying

Level	Frequency
High	32
Moderate	236
Low	132
Total	400

Table 2: Distribution of respondents based on academic aspect in bullying

Level	Frequency
High	75
Moderate	281
Low	44
Total	400

Table 3: Distribution of respondents based on Family aspect in bullying

Level	Frequency
High	17
Moderate	56
Low	327
Total	400

Table 4: Distribution of Respondents of bullying based on financial aspect

Level	Frequency
High	131
Moderate	218
Low	51
Total	400

Table 5: Distribution of the respondents based on types of bullying which is dominant based on Verbal Aspect

Level	Frequency
High	80
Moderate	196
Low	124
Total	400

Table 6: Distribution of respondents based on dominant type of bullying based on Physical aspects

Level	Frequency
High	17
Moderate	156
Low	227
Total	400

Table 7: The Differences between type of bullying among male and female students

		F	Sig.	t	df	Sig. (2-tailed)
Physical	Equal variances assumed	0.007	0.933	0.174	398	0.862
	Equal variances not assumed			0.173	379.9	0.862
Verbal	Equal variances assumed	2.909	0.089	-0.718	398	0.473
	Equal variances not assumed			-0.723	390.1	0.470

 $\alpha = 0:05$ **Table 8: Analysis of relationship between the intervention programs and bullying**

Relation ship between variables	Value of Correlation	Significance level
	R	P
Intervention programs and bullying	0.026	0.598

 $\alpha = 0:05$